

Childhood Education

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All Children Have Feelings
And Express Emotions

December 1944 FEB 17 1945

JOURNAL OF THE ASSOCIATION FOR CHILDHOOD EDUCATION

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Childhood Education

*The Magazine for Teachers of Young Children
To Stimulate Thinking Rather Than Advocate Fixed Practice*

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Next Month—

The theme for next month's issue is "All Children Are Alike." It will be presented in two sections: What Makes for Likenesses in Children? and Some Implications of Children's Likenesses.

Contributors to the first section include Arnold Gessell and Alice Keliher who discuss organismic, cultural and psychic factors that make for likenesses in children.

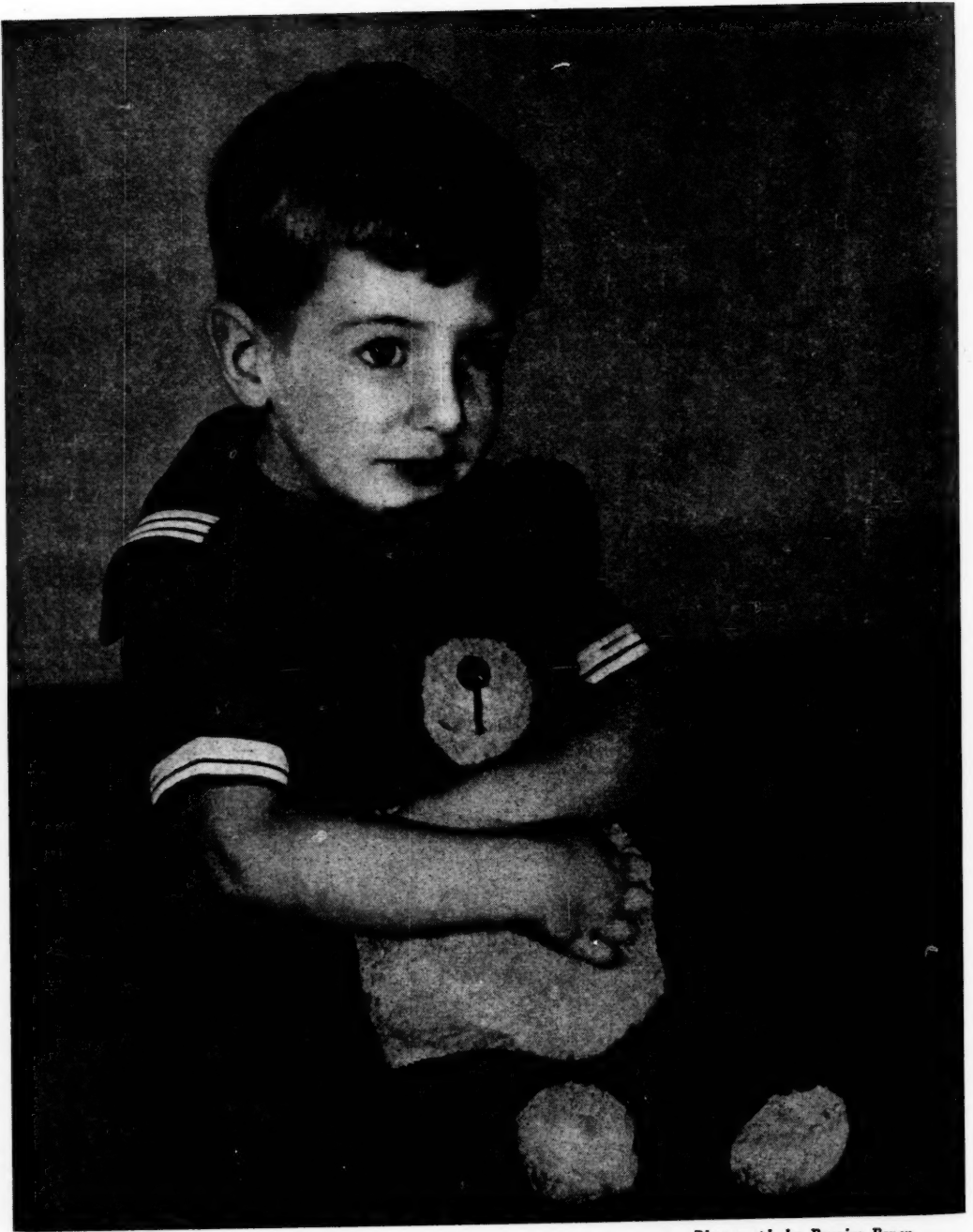
Hans Meader tells of his experiences in living and working with children in many parts of the world and describes wherein he found them everywhere the same.

Paul Misner points out the implications of the likenesses of children for school planning and administration and John Norton discusses the implications of children's likenesses for group education before six.

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Photograph by Bernice Bryan

Frankie and Teddy

About This Issue

WAYS OF EXPRESSING EMOTION give color to personality. They also win for us certain descriptive classifications from those who know us best. How surprised, shocked, angered, unhappy some of us would be if we knew what others thought of us. How pleased, happy, and humble others would feel. How much help all of us need in understanding why we behave as we behave and in developing more positive ways of expressing our feelings.

As the world becomes smaller and people become more dependent upon each other, the feelings we have and our ways of expressing them become important areas for study. We know that there is "a connection between the lacks, frustrations, deprivations and pressures which children endure and the widespread incidence of scapegoating and intolerance, delinquency, crime and other kinds of unreasoning conflict between individuals and groups" in the world today. How can we who teach children know the lacks and pressures they are suffering? What signs and signals to which we should be alert flare along the road of child development? How can we help children to bring their real feelings to light and how can we guide their expression into positive channels? Dorothy Baruch answers these questions in "Helping Children Understand Why They Behave As They Do."

Nancy Bayley in "The Emotions of Children: Their Development and Modification" points out the importance of emotions in personality development, describes how emotional patterns emerge and some of the stimuli that bring them forth, and suggests what the teacher can do to produce better integrated personalities. Aase Skard who describes some of the problems faced by children in a Nazi-occupied country makes us realize that even though children may be subjected to inhuman hardships some lasting values can emerge. However, the chances are equally great, as Mrs. Skard points out, for devastating results, and no sane person would willingly risk subjecting children to war and Nazi-occupation in order to test the two possibilities.

The Christmas editorial urges that we work for true expression of the fundamental emotions of the season—gay, warm, affectionate emotions which are good for us to show at any time of year. Three of the articles that follow the editorial emphasize sharing as one of the true expressions of the real Christmas feeling, an emphasis we believe to be particularly important this year. We are indebted to Marie Quick for compiling the four Christmas articles.

NEW TEACHERS IN NEW JOBS will read Julius Warren's "Commencement" with some nostalgia we suspect but with enjoyment, too. We publish it to give new teachers new courage for a new year.—F.M.

Helping Children Understand Why They Behave As They Do

Through descriptions of children's outward expressions of inner feelings Dorothy Baruch leads into an analysis of the lacks, deprivations, pleasures and frustrations that make children (and adults) feel as they do; shows the importance of bringing these feelings to light and of knowing ways to handle them; turns the spotlight of awareness upon the teacher and shows her the importance of taking stock of her own feelings and how she expresses them if she is to be effective in helping children understand why they behave as they do. With the completion of her new book, "Parents Can Be People," Dorothy Baruch is now engaged in writing a new book on race problems, lecturing for Claremont Colleges, and conducting a group therapy project for U.S.O.

MISS ANDREWS STOOD ABOVE TINA watching the swift, unhesitant crayon strokes. In nine-year-old sureness Tina had made a nine-year-old come to life on the paper, with great round, blobby tears streaming from her eyes to the floor. In one hand the picture-child held what was unmistakably a fashionable woman's hat, feathers and all; in the other hand what was equally unmistakably a knife. Only, peculiarly, the knife had been plunged into the brim of the hat, tearing a great gash neatly across.

Miss Andrews shuddered.

Tina looked up, shifted from one foot to the other, giggled nervously. Half apologetically and half in explanation she muttered, "You see, the girl took her mother's best hat and cut it up with a knife," and

then more defiantly, "and she took her jewelry too and threw it in the ocean . . ."

"Only I don't see the jewelry," said Miss Andrews, for the moment off guard. Quickly, however, she caught herself. After all, she was a teacher and responsible for the morals of the young. "Tina," she was gently reproachful, "that's not a nice picture. Don't you think you'd better put it in the waste paper basket and start all over?" And with kindly encouragement, "I know you can do much nicer things."

Into the wastebasket went Tina's picture and with it her attempt to share what was wrong inside her heart. This was Monday and last Saturday her mother had walked out on her father, taking Tina along. Saturday and Sunday nights she had cried herself to sleep. She didn't understand the whole business. All she knew was that she wasn't going to be with her beloved daddy any more and that there was a hard ache inside her and a feeling of bitter blame against her mother who, she felt vaguely, had made this thing happen.

Obediently now she drew another picture—a house with smoke coming out of the chimney in the age-accepted curlicue pattern and a road leading up to the house in conventional coming-to-a-point perspective. Then the recess bell rang.

On her slow walk across the playground, Tina chewed her handkerchief and twisted it into a hard damp coil. George Washington Carver Thompson walked beside her, his dark face wonderingly intent on the lengthening twist of wet cloth.

And then, all at once, for no immediate reason, Tina turned on him and cried, "You go away, George Washington, 'cause I don't want any dirty nigger following me around."

The story of Tina is not just about Tina. It is about many, many people—about children and adults alike in the present-day world. What Miss Andrews did to Tina is typical of what many well-intentioned adults inadvertently do to many children. It is also typical of what was done to them as they grew. It is typical even of our own practices with children and of what happened to us when we were very young. But, most important, it is also part and parcel of one of the most destructive problems threatening America today.

What Lies Behind External Expression?

If we wish to see its implications, we must look behind and beyond its external aspects. We must try to see what Miss Andrews was doing to the inner Tina—and to the emotions that motivate behavior and that drive people on.

Obviously, she was encouraging Tina to lie about her feelings. She was encouraging her to deny what her real feelings were and to pretend to have others which she did not have. She had virtually ordered that Tina should shove out of sight the desperate anger and resentment that had been born out of life's hardships and pain. When Tina had confessed her feelings through her drawing, Miss Andrews had virtually said, "Bury them with the trash. You shouldn't have such feelings. Don't you know that they're wicked? Can't you see, moreover, that they disturb me and make me uncomfortable? They remind me of feelings I once had . . . as a child . . . Of the time I wanted to run away so that my folks would be sorry that they'd punished me . . . of the time when I wanted

to drown myself in the river to punish my mother so she'd wish she hadn't done what she'd done . . . of the time I would have liked to kill my father for spanking me on my bare behind . . . and my mother for showing that she loved my brother more . . . I don't want to remember such moments . . . but Tina's picture brings them back. Tina's picture hurts me because it is a part of me as well as of Tina . . . Take it away! Bury it! Put it under the scrap heap with the rest of that part of the past that should not have been."

Tina, being open and sensitive, had gotten more than Miss Andrews' spoken phrases. She had gotten the unspoken emotion behind them. And in consequence she had felt—not in so many words but in essence: "The feelings I've shown must be horrible. I mustn't show them anymore, not even to myself. Miss Andrews couldn't abide to look at them even in my picture. I mustn't have such feelings anymore. I must stop hating my mother. I must stop being angry at her for not loving my father. When I throw my picture away, I'll throw all such feelings away with it. Then they won't be in me anymore . . ."

But feelings have a way of clinging to the crevices of the mind. Even though a person says they aren't there, they stay. Denial does little good. In fact it does harm because, once denied, emotions are no longer subject to direction or control. After all a person can not manage a thing that he claims is non-existent. As a result, all he accomplishes by denying emotions is to put them beyond management in a little corner out of sight.

But emotions also have a way of not staying down. They create anxiety and discomfort until—in an attempt to gain relief from their pressure—the person has to find a way of letting them out.

He is then in a predicament. If he lets them out directly and straightforwardly,

he will automatically have to look at them and regain awareness of them. And this will bring back the original guilt and pain.

There is a way, however, of handling the matter so that the person can at one and the same time keep from facing the guilt-producing feelings and yet provide outlet for them. He can let them out and yet remain blind to the source of his behavior if they are disguised—particularly as some form of expression for which at least a part of society gives him support. He can let them out if they are displaced onto some other object instead of onto the original one that contributed to his fear and shame. He remains quite unaware, however, of the transformation that has taken place.

This is just what Tina did. Her whole background and experience, as well as what Miss Andrews had said, made her know that hostility toward a parent is unforgivable in our society but that hostility to various minority groups is quite in order. At least a part of society gives it support. And so she had disguised bitterness toward her mother into prejudicial animosity and she had displaced it onto George Washington Carver Thompson.

This is just what millions of people do. Always when life becomes too hard, people want to strike out; they want to get even. And for many millions among us, life is too hard especially at a time when the individual is dependent on his parents and when, as result, he blames them for all that goes wrong.

We know now that the first years are the most crucial ones in the development of emotional living as well as in other phases of health and growth. We know now that if life seems too hard during these years hostility to parents is generated but that it must be hidden and disguised and displaced as a person grows. We know that prejudice and discrimination are well-

worn and accepted routes for releasing such hostility and we see—when we dare look—how repeatedly these routes are used and in what widespread fashion. But those who use these routes remain blind to why they use them. They do not understand why they behave as they do. We know, at last and finally, that it may be the small and everyday deprivations and hardships that count most and that these are more numerous at the outset of life than we dream.

When we stop to think that approximately one out of every ten marriages in this country ends in divorce and that conflict invariably precedes divorce, we can see how many children are denied the security of a good, stable home. This is one kind of trouble that is hard to endure. When we realize that approximately four out of five married couples are incompatible and when we have evidence that their incompatibility affects their children we glimpse how the situation is further intensified.¹ In the midst of their own troubled life, discordant parents seldom can give their children sufficient love; and insufficiency of love, we know now, is one of the greatest hardships a child can endure. Whenever he feels its pain, the desire to hit out grows strong. Hostility is the sum as inevitably as four is the sum of two plus two.

But the troubled marriage of his parents is only one source of hardship that a small child must endure. There are other kinds of lacks and deprivations and pressures and frustrations which also bring him hurt and which also have as an outcome the building of hostility into his character. Whatever makes him feel insecure, unloved and unbelonging or whatever makes him feel inadequate and unable to achieve—these

¹ "A Study of Reported Tension in Interparental Relationships as Coexistent with Behavior Adjustment in Young Children." By Dorothy W. Baruch. *Journal of Experimental Education*, December 1937, 6:187-204. "A Study of Sex Differences in Preschool Children's Adjustment Coexistent with Interparental Tensions." By Dorothy W. Baruch and J. Annie Wilcox. *The Journal of Genetic Psychology*, June 1944, 64:281-303.

are the things that produce animosity and resentment.

A recent comment by an eminent anthropologist explains the cruelty and sadism of the Japanese character as outgrowth, in part at least, of the harsh and too early toilet training they have undergone. Bowel training is started when children are four months old.² Neuro-muscularly the body, however, is not ready for the successful achievement of control until approximately eight months of age, which means that demands have been leveled too early, before the organism is sufficiently matured. Whenever this happens, demands are followed by pain and strain and a sense of inadequacy and defeat. Life becomes hard and the desire to hit out in return grows apace.

Reports by a group of well-known social scientists show similarly how harsh treatment and over-demands in the German family contributed to the acceptance of the Hitler regime.³ Hostility to the too stern father who demanded more than the child could achieve could be disguised and displaced with nation-wide sanction, first onto the Jews and later, into war.

As both Japanese children and German children suffered strain and defeat, the basis for scapegoating and war was laid in their characters. This has meaning for us here and now. For what has happened in Japan and Germany is not so different from what is happening here in America. Our children are not immune from over-demands and strain and defeat. One study, for instance, shows that in a group of one hundred eleven children demands for control of elimination began with one-third before three months of age; with two-thirds before six months. Demands were also imposed for other types of be-

havior far beyond the children's level of development.⁴ The German and the Japanese observations point to the moral. We must no longer let the connection escape us between the hardships that children endure and the widespread incidence of scapegoating and intolerance—as well as of delinquency and crime and other kinds of unreasoning conflict between individuals and groups—in this country today.

Bringing Feelings to Light and Guiding Their Expression

But to get back to Tina. When Tina murmured, "The girl took her mother's best hat and cut it up with a knife," the one thing and the only thing Miss Andrews needed to realize was that Tina was in trouble. Children don't paint such pictures or say such things unless they are hurt inside. Seeing this, Miss Andrews could have done what anyone with a capacity for feeling *with* others can do. She could have shown that she wanted to understand and to help. The simple and great fact of her sympathy would have communicated itself to Tina. Tina would have felt that she had an ally who believed in her and who thought she was worthy of friendship. She would have been more able to bring her feelings to light.

It is so easy and so devastating, all at one and the same time, to lose from sight the negative emotions that make people behave as they do. It is so much more promising and hopeful, not only for them but for the world, if individuals can keep these emotions in full view and not come to a place where they are at one and the same moment blind to them and yet propelled by them. Only as people remain aware of their emotions can they even attempt to give them direction. This is as

² "Why Are Japs Japs?" By Geoffrey Gorer. Cited in *Time*, August 7, 1944, 44:6:66.

³ *Studien über Autorität und Familie*. By Max Horkheimer. Erich Fromm, et al. Institut für Sozial Forschung. Paris: Librairie Felix Alcan, 1936.

⁴ "Therapeutic Procedures as Part of the Educative Process." By Dorothy W. Baruch. *Journal of Consulting Psychology*, September-October, 1940.

self-evident as that it is impossible to work with clay or paint, for instance, which a person does not know is there.

It is necessary that the real feelings come to light and remain in view if they are to be handled. Having them come out directly is far more desirable than having them come out indirectly—displaced and disguised. The problem in education is to help children to bring them out directly—focused on their original object and in undisguised form—but expressed in such a way that they create no actual harm. This means that they must come out as un-pretty and negative feelings if they are un-pretty and negative to begin with. Attempts to change them into "constructive" emotions only push them back into the category of what must not be. If the feelings in question are those of bitterness toward a mother, as with Tina, then they should come out undisguisedly as bitterness toward the mother and not as something else directed toward somebody else. Furthermore, if they are to be cured or lessened, they must come out and keep coming out instead of piling up inside. Poisoned water in a kettle does not disappear if it is left standing. It disappears as it is poured out.

The major qualification in regard to feelings, if cure is to come, is that they must not be poured out into a dirty sink or into a vacuum. They must be poured out to a sympathetic and understanding person. Otherwise, the person pouring them out becomes afraid and withdraws once more into hiding them.

Had Miss Andrews known this she would have encouraged Tina to paint more pictures and so to pour out of her system some of the bitterness she had held in. She would have said, "I'm glad you're telling me in your picture how you feel." Had Miss Andrews known she would, moreover, have provided further oppor-

tunities for Tina to talk out and write out and play out her feelings until the intense pressure on them had been released.

This is what always occurs: As a person lets out to another who remains sympathetic and loving, the ugly feelings lessen. Those which remain can then be more readily controlled. Their pressure is no longer as heavy. When enough of them have come out, then the more social and more positive feelings are able to function. It is as if the letting out of disturbed feelings had cleared space which could then be filled with a finer sort.⁵ And so the teacher who is willing and ready to accept a child's feelings no matter how negative or "bad" or ugly is the teacher who helps the child to face his own feelings and through such facing to grasp why he behaves as he does.

Her job, though, is not one of handing out long explanations. It is not a matter of standing up before a class and saying, "Now children, we need to understand why we act as we do. When Johnny hits Susie, it's because he feels mean." It is rather a matter of concretely and realistically meeting Johnny's meanness with him, of tolerating it and of loving him all the same.

Johnny hits Susie and his teacher accepts the feelings that are obviously there. She doesn't drag in any others. Seeing that he is irritable and aggressive she may say, sympathetically, "I know how it feels to feel mean inside. Perhaps you'd like to come and tell me more about it." If she says this with a really non-condemning and a really wanting-to-know-so-I-can-help feeling inside her, she will find that Johnny will be willing to talk and that he will be willing to show her and himself the feelings that he has inside. On his part, Johnny will find that it is comfort-

⁵ These dynamics are discussed more fully in the writer's new book, *Parents Can Be People*, which has just been published by D. Appleton-Century.

ing to talk of his teacher, to paint about his feelings for her, or to write poems or stories about them for her to read. As the feelings come out, he feels relieved. Since his teacher doesn't think his feelings are too bad to acknowledge, he needn't either. He can look squarely at them. At last he is in a position to handle his behavior. He has faced what lies underneath. Moreover, he has discovered that he can handle it in ways that do not bring him punishment or hurt or shame. He need no longer be driven into hiding his feelings until he has reached the point where he can only let them come out blindly and in distorted forms.

Once again, he has learned through doing—through the actual and concrete experiences he has had. He understands why he behaves as he does. He understands *not because the teacher has told him about it but because he has told her.*

Taking Stock of Our Own Feelings and How We Express Them

The core of the whole process rests on the teacher's continuous loving acceptance of children's feelings, no matter what they are.

So end the stories of Tina and of Johnny and Susie, but not the story of helping children to understand why they behave as they do. Before we close the discussion, we have one more task before us. Each reader who is a teacher needs to take stock, honestly and clearly, of what she, herself, does and feels in relation to the matter in hand.

Here are Tommy and Jane and Mickey—your pupils. Here are you!

Tommy falls down and bellows.

"It hurts," he tells you as you examine the raised bits of skin across his knee.

"But it's only scraped a little bit," you counter. "It doesn't really hurt."

Lisa looks from lowered eyes at the rabbit. She puts out a slow hand gingerly and

pulls it quickly back. "He'll bite me. I can't touch him. I'm afraid."

"Now, darling," you assure her, "you're a big girl and big girls aren't afraid of little rabbits."

Mickey glares at Jane who has just appropriated more than half his pile of clay. Jane is an oversized six-year-old; Mickey an undersized one. Mickey's whole body is tensed for combat but his keen little mind sees the hazards. So instead of letting his arms do the job, he has his tongue do it for him. He starts to chant with rising crescendo:

Jane's a spooney,
Jane's a dope,
Put her in the fire
And watch her croak.

You look up from marking the roll book. "Why, Mickey," you say patiently and with long-tried endurance, "don't you know, Mickey, we don't sing songs like that? You're a nice boy and Jane's a nice girl and we all like each other."

Here you are—just like Miss Andrews—encouraging children to deny their feelings. But so do we all. Just so did we have the same thing done to us . . . Any one of us could ask any other: Don't you remember when you were little? There was a big person who stood over you demanding, "Say you're sorry." Only you weren't sorry. You were sore and angry inside because another child had kicked your shins and they still burned and your soul burned as well in ignominy. Why should you say you were sorry that you'd kicked the other child back? But you had to. You had to lie about your feelings because of the great towering grownup who stood over you and told you that was the way to do. No wonder it is hard now to look at feelings in the children which you've always looked away from in yourself . . . But you can do better now that you are aware.

You can say to Tommy, "I know your leg hurts and I'm glad you're telling me about it," and then you can wait for him to tell you more. You can say to Lisa, "I know how it feels to be afraid. It isn't a very nice feeling, is it?" And you can put an arm around her and again wait to hear more. You can say to Mickey, "Seems to me you're feeling mad at Jane. I know how it is to feel mad. I've been that way too." Then, perhaps you will wink at him in a confidential and undignified fashion while you wonder aloud, "Perhaps you'd like to tell me what's wrong?"

Your words will echo what the children have shown you. Your words will show them in return that you know how they feel. What you say will be very brief because you don't want to use up your all too short contact with what *you* say. You know that it is the child's talking rather than your talking that counts. The purpose of what you say is primarily to show him two things: first, that you are accepting not condemning the fact that he feels as he does; and second, that you are hoping he will let you know more. It will then be easier for him to go on expressing what lies behind his behavior. Actually, the exact words you use won't matter too much. What will matter will be the feelings behind what you say. Unless you feel acceptant and loving and really *with* a child, he won't go on. He needs to know that you feel he's a mighty good person before he'll let you in.

Once having begun, you will see how much can happen with this kind of procedure. Remembering how frequently negative feelings have been acquired before the child comes to school, you will want to create opportunities for him to learn how to let them come out just as you create opportunities for him to learn to read. You won't want to depend wholly on the chance occasions that arise.

Fortunately, opportunities to bring out feelings can be arranged for in any period during the day that is not a period for correct-answers-only. If you're doing arithmetic or if you're having a reading period or if you're filling a period with specific chunks of information, then these won't offer suitable times. But if the children are painting or drawing or carrying on dramatic play or working with clay or if they're writing stories or verse or dictating it or talking with you, then the chances are many. "This is *your* time," you may say, "to tell about yourself and your feelings in your very own way. Perhaps you'd like to show me—in your drawings, in your stories or in whatever you're doing—about things that have made you feel mad or that have made you want to fight or that have made you feel shy or silly or afraid or about the time you felt meanest or most awfully ashamed."

Why Focus on the Negative Feelings?

"But why," you may still feel impelled to insert to yourself at this point, "why should we keep focusing on the negative feelings? Those are the ones we want children to forget."

But you already know the answer. Those are the very feelings you don't want children to lose sight of as long as they are there. For they will then be beyond their control. Yet, unless you help children keep them in view, the negative feelings so easily slip into the realm of the un-get-at-able.

"But why not focus on positive feelings, too?"

Of course, you can. But if you emphasize them too much the children may feel that you value them more highly than the negative ones and may try then to please you by giving you the happy, beautiful and lovely things only. And this is not what you want. For, after all is said and done, the happier feelings have a million

places where they can be comfortably expressed dozens of times a day and with dozens of people. Beside which, they are not the ones that make trouble in the world. It's the negative ones that do and that need special handling.

If and when you start this special handling, however, and when your children see how understanding you are, they may assume that they can go "hog wild." This will be proof that you have gained their confidence. It then becomes simple enough to let them know that some kinds of actions are not permissible even though all kinds of feelings are. It then becomes simple enough to say, for instance, "No slugging at Bobby with the hammer, mister! You can find another way of showing me about those mean feelings. You might like to write about what you want to do to Bobby instead . . ." But notice, please—you have still not stopped the bringing out of the negative feelings in undisguised form, nor have you changed their object. You have simply pointed out the fact that actual physical hurt to someone in the process of letting out is not permissible even though any and all feelings are. *You have stopped certain kinds of action but you have not curtailed the feelings behind them.* You couldn't stop the feelings even if you tried. What you would do, as you now know, would be to make the child hide them and hold them

under until their outlets could be blind ones only, unseen and beyond control.

As you are willing to let children be honest about the small feelings, they will become brave enough often to be honest about the larger ones. As you accept the small daily fears and meannesses and inferiorities and hesitancies, the children will build confidence enough in you to bring out some of the larger troubles that lie behind what they do. In the process they will learn to handle the various feelings inside them straightforwardly and without disguise and in a manner that creates no actual harm. They will no longer need to do as Tina did when she told George Washington to go away.

As they grow, then, these children will no longer have to join lynching mobs and Ku Klux Klans. They will no longer have to keep Negroes off jobs or out of unions. They will no longer have to put up signs in lavatories which tell that "Hitler was right about the Jews." They will no longer have to roam the streets in search of brown-skinned Mexicans, stripping them and beating them with ropes that have been dipped in white lead. They will no longer have to let out piled-up feelings to which they have become blind. Their feelings will not have piled up. For they who are the future of America will never have reached the place where "they know not what they do."

Names

SOME SEVEN- AND EIGHT-YEAR-OLDS were discussing names. M'liss said, "My name is really Mary Elizabeth." Mary called from the swing that her grandmother *always* called her by her whole name, "Mary Andrews." Ann bounced off the slide and declared that her middle name is "really French."

But Wendy claimed the day. "My brother's name is Peter and they call me Wendy. But my truly name is Carol."

Charlene put down the stick she had been examining and walked up to Carol alias Wendy and said, "You don't look Carol, but you look Wendy."

Which is the case with a good many people!—Contributed by M. DOROTHY WOODRUFF.

The Emotions of Children: Their Development and Modification

The importance of emotions in personality development, how emotions develop, and how they can be directed to produce better integrated, happier personalities are presented by Miss Bayley, research associate, Institute of Child Welfare, University of California, Berkeley. Miss Bayley's article implies certain needed changes in teacher education and school administration which must be made if America's children are to receive the guidance necessary for their best development in this important area.

WITHOUT EMOTIONS life would be dull and monotonous and our "personalities" would be flat, uninteresting, and lacking in variety. Furthermore, there would be little learning or achievement because there would be no drive to overcome obstacles, to strive for success or to enjoy new experiences. However, some emotions and their correlative attitudes and interests can be very undesirable and can defeat any efforts toward living a happy and socially adjusted life. It is important, then, to learn what we can about emotions—how they develop and how they can be directed to help produce the most desirable personality characteristics.

Emotions, both pleasant and unpleasant ones, result from some disturbance of the smooth functioning of habitual processes of routine living. In general, there are several types of conditions which disturb our physiological equilibrium, causing us to feel and to express emotions. One general and pervasive cause of emotion is the new, the unusual, the unfamiliar. When

we are confronted with strange objects or occurrences, we find that our customary ways of acting are not appropriate: we must stop, take thought, and alter our behavior so as to take new things into account. If we do not know *how* to behave in this new situation, some emotion is very likely to result and thus spur us on to some kind of activity, whether or not it is appropriate.

The nature of the emotion aroused by unusual events depends on a number of factors—the internal organic state of the person, the suddenness and intensity of the stimulus, as well as the general setting in which it occurs. One may be fearful or angry or merely curious and alert, but one may also be excited and thrilled with the spirit of adventure or sexually intrigued toward a personable stranger of the opposite sex.

Emotions are also aroused directly by stimuli whose qualities are known: pain or threats of pain or injury; events which interfere with our attaining some goal we are striving toward; objects of love, of jealousy, of hate, of sympathy—objects toward which past experience has built up emotional attitudes.

How Emotions Emerge in the Young Child

The newborn infant does not come equipped with a complete set of adult emotions any more than he has adult intelligence. The various emotions develop gradually during the processes of maturation—structural, functional, "mental"—and

their development is in many ways dependent on the maturing of these other aspects of the organism.

At birth all behavior is on a reflex, involuntary level. The only emotional expressions we can observe are variations of degrees of calm or quiescence on the one hand, and excitement or activity on the other. These variations soon are established in regular rhythmical cycles, which are related to the periods of feeding. Fed, the infant becomes quiet and falls asleep. As the time after feeding lengthens he begins to stir and move about. This activity increases until just before feeding time when the body becomes active, including the vocal chords. The child thrashes, kicks, squirms, and cries until he is fed, after which he settles down again.

Throughout the first year of life new kinds of emotional responses indicate that other somewhat more specific emotions are developing. An interesting chart of the developing emotions has been worked out by K. M. B. Bridges. According to her, by the time a child is two years old his distresses are usually further differentiated into fear, anger, disgust, and jealousy, while his delights may also take the form of joy, elation, and affection.

The five-year-old's unpleasant emotions will probably also include anxiety, shame, disappointment and envy. General excitement may now be further differentiated into astonishment and exultation. Among the pleasant emotions we will find hope, filial love, and even parental love—the protective solicitude of a child toward a smaller child or doll. The list has expanded rapidly and will continue to grow through childhood with adolescence bringing out more strongly emotions related to sexual drives and to other more mature attitudes toward the world.

This is a very brief summary of the different emotions which emerge in the

young child. But, obviously, these emotions do not develop in a vacuum. Their appearance is determined by growing intelligence and awareness of the significance of heretofore ignored features in the environment, or by new experiences which occur in the processes of growing up. Furthermore, the situations which are capable of eliciting the same emotion change as the child's intelligence and physical capacities and interests mature.

Ways of Expressing Emotions

This may be illustrated by a consideration of the causes of fear, one of the earliest emotions to be differentiated. We think of fear as being some form of withdrawing or shrinking away from danger. Fear may be expressed by remaining very quiet, by shrinking back, by crying out in protest, by running away or by putting up a bold front and trying to cover up the evidences of fear. Which of these responses is made and the particular way it is expressed are functions in part of the maturity of the child and in part of the strength of the danger from which he is retreating.

The very young infant will cry and this cry may be very little different from cries of anger or pain or general distress. Probably at this stage the child's felt emotion is little, if any, more differentiated than is his overt behavior. If he startles and jumps at a sudden sound or jolt and then cries, we usually call it fear. Later he may catch his breath suddenly, look wide-eyed, pucker up and start to cry. He may turn away from the fearful stimulus and cling to a protecting adult. He may inhibit all activity and vocalization and look solemnly apprehensive. He may whimper or whine or, when he can, call out for help.

After he is able to creep, walk or run, he may flee from the frightening stimulus. And when he is still older he may have

learned to inhibit these expressions. At first such inhibitions may be obvious giveaways, such as "I'm not afraid!" But eventually he may become very adept at concealing any signs of his inner disturbance. Similarly we can trace a series of maturing anger responses, from the uninhibited cries and undirected flailing of arms and legs in primitive rage through actions directed at the inciting object—kicking, hitting, biting—to verbal threats, name-calling and finally to more subtle means of retaliation or complete inhibition of any evidence of anger.

Other emotions can be shown to follow similar courses; they gradually become recognizable, directed specifically and overtly to doing something about the inciting cause, and finally, through learning and social pressures, are toned down (or inhibited entirely) to socially acceptable ways of exhibiting or concealing emotions. If the emotion is very strong, another phenomenon, regression, may occur; that is, a child who ordinarily exhibits rather mature behavior may revert to a relatively infantile way of expressing his emotions.

Stimuli That Bring Forth Emotional Response

The foregoing discussion presents one side of the picture—that of the expressions of the emotions. There is in the process of development another parallel side—that of the situations which will cause emotions. The particular stimuli which are emotionally effective change as a result of maturing and experience. Increasing intelligence makes one able to discriminate new aspects in the environment which may now be seen to have emotional potentials. Experiences—frights, frustrations, pleasures—lend emotional tone to things which had previously been neutral. Things which once caused emotions may no longer have the power to do so because the child has

learned adequate ways of dealing with them, because his own interests have matured and shifted to other things or because by mere repetition of the stimulus it has become too familiar to be exciting.

As we have seen, one of the most potent causes of many of the exciting emotions is the unfamiliar, strange, or unusual—that for which one has no routine, habitual way of responding or no adequate ready means of warding off possible danger or of overcoming unknown obstacles. Such things break into routine behavior. The response may be mild curiosity or caution if the situation is only slightly new or full-blown fear or rage under more extreme departures from the familiar, especially when associated with other emotionally potent factors. Variations from the familiar, when they have little threat of real danger or difficulty, are also the basis of many pleasurable excitements.

Insofar as this factor of unfamiliarity operates in emotions the specific situations which cause emotion will change as the child grows older, encounters new situations and becomes familiar with them, incorporating each new set in turn into his own background of experiences. At eight months he may be frightened by the appearance of unfamiliar people or even his own mother in unusual clothes (e.g., hat and coat). At five or six years the kindergarten or first grade are strange new experiences which fill many children with uncertainties and apprehensions until they have learned what to do and what to expect. Emotional hazards are to be found in such experiences as moving to a new town or transferring to a new school where there are no old friends and where the rules and customs may be different.

There are wide individual differences in the tendency to respond emotionally. Some children are relatively phlegmatic and calm and only strong stimuli bring out emo-

tional behavior in them. At the other extreme some children are very excitable and easily upset. And, further, there are differences in children's tendencies to have certain kinds of emotions. Some are characteristically afraid of the unfamiliar while some are interested in exploring it; others are made angry or filled with frustration by things which interfere with the smooth functioning of their activities.

To a certain extent these differences appear to be inherited but in very large part they are developed through experiences and the gradual building up of habitual ways of responding. For this reason we should be able to exercise considerable control over the formation of emotional habits in children.

Unfortunately, however, the emotional experiences a child has are too often left to chance or are under the influences of adults with strongly established emotional attitudes which they, often unconsciously, engender in their children. What is more, a child may not be able to achieve for himself an adequate way of coping with a disturbing situation. Without wise guidance his emotional behavior may be crystalized into a deep-seated maladjustment which is difficult, if not impossible, later to correct.

Different kinds of life experiences will have different effects on a child's emotional attitudes and the maturity of his adjustments. Among these we may cite such things as condition of health (e.g., poor nutrition, prolonged illness or a physical handicap); differences from the norm in appearance (e.g., being extremely fat or skinny or large or small, for one's age) which affect his social acceptance by other children; economic status (extreme poverty which causes frustration of many of his desires); being a member of a racial or national minority group which is dis-

criminated against; being the oldest or the youngest or an only child, with attendant differences in responsibilities, playmates, and so on.

What the Teacher Can Do

The child enters school with many of his emotional patterns already well set. But the teacher can often help him to alter undesirable emotional patterns. Thus the timid child can be reassured and perhaps by suggestions and hints at crucial points helped to find for himself adequate ways of meeting the situations which bother him. If the youngster is aggressive he may have his aggressions directed toward solving problems, success in which will win him social approval. Or the bully may be helped to find ways of competing adequately with his equals so that his feelings of insecurity no longer make it necessary for him to dominate weaker children. The child who feels himself a social outcast because of physical or other differences can be helped through encouraging him in some field where he is likely to achieve success and acceptance by the other children on the basis of this successful performance. The tense child who has been disciplined into suppressing strong emotions may be helped to find acceptable emotional outlets which will relieve his tensions.

If a child is able to cope with his environment so as to satisfy his basic needs and to attain a feeling of security, he will enjoy increased self-confidence and his emotional tensions will be reduced. The teacher who can help him do this will have gone a long way toward eliminating his undesirable emotions and solving his problems of social maladjustment. In so doing she will have helped the child achieve, generally, a better integrated, happier personality.

Children With Responsibility

Mrs. Skard, assistant professor of education at the teachers graduate school, Trondheim, Norway, tells some of the things that have been happening to children in Norway since the occupation. She points out the devastating as well as the constructive experiences through which Norwegian children have lived. Mrs. Skard promises to send a follow-up article describing the situation as she finds it after she returns to Norway and has had time to evaluate the effects of war upon the children of her country. She has been in America since December 1940 and has lectured widely before many groups.

HOW DIFFERENT IS THE WORLD for children today from that we usually think of when we abstractly talk of the world of "childhood." Security and carefree play are replaced by war and deep social and moral crises. Children and adults alike face problems which seem beyond human control, not only in one country but in all countries.

These problems are not uniform, however. The children on this continent face great changes. The children in a country like England, war-torn but never invaded, envisage a different situation. For the children in the Axis countries the problems are still different and will be much more difficult to solve. Finally, the children in the countries that for shorter or longer periods have been and are Nazi-occupied face problems unlike any others.

"What are we going to do about all the Nazified children in the occupied countries of Europe?" is a question often asked me in this country. The question is based on a misunderstanding. Even if everywhere the Germans and the local Nazis try to win over the next generation, the

resisting forces in all nations are too strong. The children themselves in each country have taken their stand against the oppressors and are conducting their own victorious war against them. In so doing they will have in many respects given valuable experience to the world.

If in this article I choose to discuss the children of Norway, it is only because I have my most extensive information about them. Norway is only meant to serve as illustration of what has been happening in different forms in all occupied countries.

Some Problems Faced in an Occupied Country

Life under Nazi occupation, for adults and children as well, is marked by insecurity. Parents disappear without any warning. They are taken to prison, to concentration camps, even executed. They are forced to go into hiding or to flee from the country at a moment's notice. They may sometimes be able to take their children with them or to have them smuggled out to join them in exile. But many children are left with friends or relatives, uncertain of what is happening to their parents. More often just one of the parents is arrested by the Nazis, usually the father, leaving the mother and children in uncertainty and without secured income.

Even when the parents are not actually imprisoned, there is always the threat that they may be, that any day may be their last day at home. There is hardly a family in Norway now without some near relative who has been killed, imprisoned or deported or who is living in exile. The children have seen the German soldiers and the Nazi police marching through the

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streets and the German civilians crowding the sidewalks, popping up everywhere as a real and everlasting menace.

Not only are the people in constant danger of being taken in an occupied country but the Nazis may also seize their homes at any time. They confiscate houses and apartments with everything that is in them, often giving only a few hours warning to the occupants. A child never knows when he comes home from school or play whether his home is really his any more or if from now on he will have to seek shelter with his family in somebody else's house, doubling or tripling up in already overcrowded living quarters. Beloved toys, books and clothes do not belong to him any more. They have had to be left behind for the new inhabitants.

The economic pressure of occupation is felt indirectly by the children. Anyone may be fired from his job any day, may have his bank accounts barred, his insurance or other securities confiscated. To the adults this insecurity may seem insignificant compared to the general insecurity of life and freedom. Still it represents an additional burden which is also projected into the children's lives.

Of course the food problem is felt by the children. It is evident that the parents willingly sacrifice their own food in order that the children may have enough to eat. Children in occupied Norway have not exactly been starving but the feeling of having eaten one's fill is rare. A fourteen-year-old boy of very well-to-do parents got for Christmas in 1943 a loaf of dark bread from his grandmother. He held the bread in his arms like a baby and said over and over, "I am going to eat my fill," happy and dazed as though intoxicated.

There is also the "hidden hunger" to cope with, due to the lack of certain vital foodstuffs and vitamins, which results in fatigue and increased sickness. Above all,

there is the dull, grey monotony of the food. There are limits to the amount of dried fish that can be eaten with pleasure. The main subject for conversation in an occupied country remains the food problem. Mothers spend hours standing in line and often the children have to take their turns in this test of endurance. Children play at "standing in line" as a new and significant game.

The insecurity of the homes is emphasized by the situation in the schools. The schools are opened and closed again irregularly for all kinds of reasons or for no reason whatsoever. The buildings are taken over for barracks; teachers are imprisoned, disappear and reappear. Regulations and standards become inconsistent and unpredictable. One day the children may be punished severely for writing on the blackboard quotations from the classical poets (too fitting, perhaps, for the actual situation) if the teacher who sees them happens to be one of the few Nazis in the school. Another day one of the "good" teachers must be protected by the children to escape imprisonment. Insecurity and irregularity become constant factors.

The Norwegians during occupation face difficulties for their children other than general insecurity. Nazi oppression forces them to lie to the authorities, to cheat and to conceal. Anti-Nazi activity cannot be carried on openly and underground newspapers must be published secretly. But how can the children be taught to be open, honest and truthful when at the same time they must be taught to lie to the Nazis? This contradiction is causing confusion in young minds. The children and young people are becoming more reserved and less spontaneous. "May I speak about this?" is a constant question. When uncertain, they know it is better to keep silent.

Under Nazi occupation stealing has increased to an unusual degree. People steal from the Germans. They also steal in order to save loyal compatriots. For example, a man who was forced to escape quickly to Sweden was supposed to use his bicycle to get away. However, he had a flat tire and no pump. A friend asked him to have patience for ten minutes. He disappeared and shortly brought back a good pump.

The man remarked, "I did not know you had a bike yourself."

The other replied, "No, I have none. But I happened to see a bike with a pump on it, so I helped myself."

"But what about the owner?"

"Oh, when he needs a pump he can pilfer another."

To steal becomes an everyday occurrence, which it never was before the war.

Since the best and most loyal Norwegians are in prison, it becomes an honor to be imprisoned. When a young man is sent to concentration camp a friend expresses sympathy to his mother. She answers, "Don't pity him. He is in the best school, associating with the best teachers and the most learned people in the country. What if his body suffers? His mind will grow." Again, there is here a peculiar reversal of "normal" standards.

The Nazis in power are nominally the authorities but they are not considered as representatives of the law. Therefore, disapproval from these "authorities" is not considered a degradation but rather an honor. Good Norwegians take pride in outwitting these authorities. The one who escapes from the police is a hero. Those who break the regulations and "laws" given by the Nazis are praised and admired. The purpose of a good citizen is not to keep order but to create as much disorder as possible. The black market is to a very great extent kept up in order to get food into Norwegian instead of Ger-

man hands and is therefore regarded as good and right.

But what about this attitude when the police is again Norwegian and the authorities are legally elected or appointed? Will children and young people easily re-learn to respect them and the legal regulations? Will the law breaker again become a criminal and not a hero? Norwegians never forget that they are fighting for their real laws and constitution. Justice is a strong force in their minds. So we may have reason to hope that the young people will return to this ideal when the war is over.

However, it will be more difficult to build again in Norwegian youth that respect for human life so pronounced in pre-war Norway. In a country where there has been no war for one hundred twenty-six years and no capital punishment for about seventy years, thousands of people have been killed since 1940—German and Norwegian soldiers, Norwegian civilians, Nazi police, treacherous informers and many others. Many Germans and Norwegians may be killed during the liberation. "Young people think nothing of killing a Nazi," it is said. People think much less of risking their own lives also. Before the war they willingly risked their lives in order to save others. But during the occupation everyone is in danger all the time and many risk their lives practically every day. Every child has friends, relatives and teachers who have shown themselves willing to make the supreme sacrifice for the cause of Norway. Human life has lost in value, for good and bad.

Children and young people also see and take part in destruction in other forms. They break window panes in the German barracks, tear down Nazi posters, and learn in innumerable ways to hamper the enemy. They see the adults destroy tools and perform other acts of sabotage. They see cities bombed or blown up by exploding

munition depots. It all leaves its mark on the mind.

Still more are the Norwegians concerned about the working habits of the young generation. The parole "work slowly" is generally accepted because practically all work directly or indirectly benefits the Germans. It may be easy for adults to return to efficient working habits after the war but it presumably will be hard for young people. They have been taught to do as little as possible. Even for the younger children the concern is great, for the schools are open irregularly, thus preventing the development of regular habits.

More important still than working habits are the ways of thinking and feeling that the children are acquiring. "I am teaching John to hate the Germans all his life," writes a mother. The children hear the Germans talked of in the most hateful terms. More than that—they have seen the Germans take away their food, their homes, their parents and their teachers. It is not necessary to "teach" them to hate the Germans.

In the schools a continuous war is going on between the patriot children and the Nazi youngsters or children of Nazi parents. The latter complain repeatedly to the quisling "government" that their children are so isolated and harassed by their comrades that they often have to quit the schools. This persecution is continued outside classes, on streets and playgrounds.

War and hatred dominate so much more in every mind during occupation because life generally is grey and dreary. Not only is the food monotonous but there is practically no recreation either for adults or for children. Movies and theatres are boycotted by good Norwegians because of the Nazi propaganda films and the maltreatment of patriot actors. All kinds of organizations are dissolved and forbidden, including the scout groups and other chil-

dren's clubs. New books are scarce. Even sports are greatly hampered. Football grounds are confiscated. All competitions are boycotted because the patriots refuse to serve both as spectators and as participants in any Nazi game. The favorite winter sports—skiing and skating—are greatly hampered by lack of warm clothing, proper shoes and equipment, and also by the strict limitations on the distance one may go away from one's home. In addition, the black-out prevents children from being out of doors after sunset.

Life is indeed radically changed and those who are going through it will not remain as they were.

A Potential Heritage

However, all is not negative, dark and difficult in the Nazi-occupied countries. Valuable traits of human nature and impressive indications of human courage and strength are also brought out.

In Norway about ninety-eight to ninety-nine per cent of the population is united in resistance against the Nazis. This means that practically everybody participates in the fight in some way or other, if not actively then at least by standing by and being ready to do his part. It means that the Norwegians are sharing whatever they have—food, homes, income. It means that everybody is willing to assist everyone else, even at the risk of his own life—helping escapees from the Nazi police, helping children who are left behind, and so on.

The children are accepted as a part of this great unity. They are willing to cooperate and to do their part, not only in destruction and sabotage but also in positive work such as distributing underground newspapers. They are showing again and again that they know how to help out and how to protect each other and even the grownups. They have led the Nazis astray so that their parents or other adults gained

time to escape and have continued their school work unsupervised for weeks so that their teacher would not be missed until he was safe.

The children have had to take on new responsibilities. Older children care for younger brothers and sisters while the parents are in prison. Children frequently carry the heavy burden of secrets that must not be betrayed. They often share in the responsibility for getting food for the family—by standing in line or picking berries for winter provision. First of all, so much of the responsibility for the future has had to be left to the children. To a surprising degree they understand this and realize what they must do. They have come to understand that the future of the nation depends on them, that they must prepare themselves for the day when they shall take over the responsibility for a free Norway. This means that they have had to learn as much as possible and that they realize that their duty to their country is to continue their education. Though not kept to regular work in their schools they work hard mostly on their own, doing lots of homework, often without any help.

They are helped and encouraged by the traditions of their nation, its historical background and its national classics. Norwegians have never led an easy life. Theirs is a history of striving and fighting for increasingly democratic ideas. The great poets who have given words to the ideals and themselves have taken part in the struggle have acquired new actuality. People quote their words and sing their songs more than ever, and the children have a new background for understanding them. To them the classics are not merely beautiful words but expressions of what they feel themselves. The traditions gain new life and serve again to encourage a people to fight for their rights and to formulate anew the ideals worth fighting for.

The relationship between grownups and children is growing more positive than before. The main reason for this is, of course, that the children are accepted in the common unity, in the general solidarity of the nation. Children and adults have more in common than ever before, both in their problems and in their traditions and expressions. The children are not spared; they are not "sent out to play" while the grownups take all the responsibility, share the secrets and carry the danger. They are taken in as companions-in-arms and thus gain a greater confidence in their elders and a greater solidarity with them. Thereby the children have acquired a feeling of security which largely outweighs the general insecurity.

The strengthened positive attitude toward the grownups is emphasized by other trends. The natural cultivation of heroes so common in certain age groups finds a natural object among the adults in the nearest surroundings. The everyday man and woman show themselves as heroes fully worthy of ardent adoration. There is no need to go to the wild west film or the aviation camp for them! There comes naturally a greater understanding of the grownups. It becomes clearer to the children what the grownups actually stand for. It is naïvely expressed by a little boy who said to a teacher, "It is too bad that you teachers have to suffer so much. But *we* know why you do it. You do it so that *we* shall never be Nazis. And *we* will never be."

Much of the natural antagonism toward authority and the negative reaction toward adults gets an outlet through the fight against the Nazis. Instead of teasing their parents, the teen-age boys and girls sing mocking songs to the German soldiers. They harass the few Nazi teachers until they are at their wits' end. They organize complete strikes against the Nazi orders

and defy the Nazi regulations. All this emancipation has had the most hearty support in the homes, a fact which again tends to unite the members of the different generations in a still stronger union.

In this great solidarity the children certainly are learning to share. They share their lunch sandwiches with those who have none. They share their homes, clothes and toys with homeless friends. They share the responsibility of getting along and protecting comrades and teachers. They learn to give up and sacrifice for a common goal and to do so without ever a complaint.

To the Norwegians it is usually an ideal to "speak with laughter about one's wounds"—not to complain. The Norwegians now make it a sport never to complain, always to keep their courage high, always to be ready with a joke. The grim humor comes to play a great role and the children learn to laugh and to keep their heads high during the worst sufferings.

But they also learn to express their sympathy and their attitudes in dignified ways when necessary. When transports of persecuted and maltreated teachers pass the towns or villages the children gather in the stations or on the quays, crowd the platforms and sing to the locked-up teachers the national anthem and other patriotic songs. The police try to chase them away but the children quietly disregard these attempts. When the transports leave they all walk calmly home.

Gain or Loss?

In making up the balance sheet of the children of occupied Europe, at the moment of their liberation, there seem to be both losses and gains. We would not ever want war and Nazi occupation in order to get those gains. But once the experience is had it is worth while to see what we can learn from it that can be of profit in calmer times.

These children have not grown up in a carefree and play-filled existence. They are malnourished and suffer from more illness than children in ordinary times. They have looked deeper into the dark abysses of human mind than did the children of more sheltered eras. Much which traditionally belongs to the first years of growth they have never known. In many ways they are "a generation without a childhood" with all the dangers involved therein, including certainly the danger of heavy neuroses.

But they live on a higher level than do many children in better situated nations. Life has been and still is grey, but it is filled with stern idealism. Even to children life has now a clear purpose outside themselves. These children have learned from daily experience about the real values of life. They have seen before their eyes "pale men whose names will live forever"—men whom the poets glorify, men and women who gave all for their ideals and so turned the ideals into reality. These children have learned to rate luxury and even material well-being low. They rate high qualities like courage, helpfulness, solidarity, unselfishness, willingness to sacrifice. They have acquired the deep feeling of security that membership in the society and true responsibility give.

Though these children's lives have been marked by hardships and grim realism, though the adults around them have few illusions and face the facts of the world squarely and pass this attitude on to them, they have nevertheless learned that faith in ideas also belongs to this reality and that faith in, work for and sacrifices for something are more than well-being, even more than life itself. This is no mean heritage to carry on and not bad equipment for a generation faced with the responsibility of reconstructing a war-torn world.

Christmas, Love and Goodwill

AT THIS CHRISTMAS SEASON we look with greater confidence toward a world of peace and goodwill than we could one year ago, two years ago, three, four or even twenty years ago. Yet this peace must be built against a backdrop of hate, fear, and revenge which culminated in world combat and brutal slaughter still fresh in the minds of people the world over. The emotional tone of war as well as the human and material devastation wrought by it will influence our lives and the lives of our children and grandchildren for generations. Those of us who are ardent for life, liberty, and the pursuit of happiness have a great responsibility, not only to give of our material goods and active might in creating and preserving this world of peace, but to use our glorious opportunity to embody in children those emotional reactions which constitute the overtones of the kind of world we want them to live in.

Christmas affords an excellent opportunity for taking stock of this combined opportunity and responsibility since it enlists the warmer, more homely human emotions in families, communities, and nations. Here in the United States it is a matter of common observation that even non-Christian groups cooperate with respect and goodwill in the celebration of Christmas, not for the reason that the predominance of the population is Christian but because the spirit of this festal season has a fundamental human appeal to all people.

There are, of course, differing concepts of what that spirit is. There is the superficial mass production celebration devoid of deeper meanings, characterized by jubilation and over-valuation of material things. Strange as it may seem children have often been witless participants in this type of celebration under the leadership of teachers and parents who value with utmost sincerity their best welfare. What real meaning can there be to children in terms of peace and goodwill toward men in the succession of Christmas trees and dressed-up Santa Clauses to which they are expected to respond in a repertoire of parties at department stores, lodge halls, parks, churches, and schools, before ever the morning arrives for home festivities?

IN SCHOOLS, WHICH WE KNOW MOST ABOUT, they are cudged into making standard presents for father and mother and cajoled through programs and refreshments after which teachers breathe a concerted sigh of relief and parents lead away their overstimulated offspring hoping that bedtime will bring sleep to overwrought nerves and that the fragile calendar and ashtray, which are just like every other mother's and father's calendar and ashtray, will survive the trip home.

Then there is the celebration in which hearts well up with the spirit of love, the most significant emotion exemplified and taught by Jesus. Where conditions are good for the expression of love and goodwill, the celebration

may be the simplest type imaginable. The crudest gift, if it represents the child's own desire for his mother or father, is the thing for him to make. The most elementary kind of community, school, and home celebration where people gather together in reverence for the good companionship of each other and thankfulness for the omens of peace in their midst are the ones where overtones of goodwill are heard by children.

The jolly old elf, Santa, has his place there, too. But it is only good sense that he be treated as a good companion and not the giver of all gifts. If children give their own simple gifts and know that their own major presents come from those to whom they have given—the sled from mother and father, the book from Jim and the mittens from Mary—the nebulous figure of Santa still may pervade the spirit of the season and not occasion stark disillusionment in more mature years.

The trouble with our attempts to achieve this simple but profoundly spiritual type of celebration is that the conditions in our modern life are not always favorable for it. There are homes where love and thoughtfulness are sparse. There are communities where political, racial, and religious prejudices freeze the spirit of goodwill on the doorstep of school, church, or settlement house. This year, despite our increased optimism about the peace of the world, there are more family and community separations caused by the bitterness of war. Sadness, cruelty, intolerance still stalk among us. But these constitute a challenge to those of us who respect the dignity of man and crave love, peace, and goodwill—the professed objectives of Christianity for two thousand years. It is particularly the challenge of those who work with children since they are the harbingers of peace for the future. Better to work for the true expression of the fundamental emotions of the Christmas season than to gloss over the celebration with superficialities and mass production.

FOR CHRISTMAS IS A SEASON of emotional expression—gay, warm, affectionate emotions which are good for us to show at any time of year. And as we go forward toward the new order of peace, we must learn and we must teach our children the ways of expressing emotions which will help us all to make our best contribution. In the coming season and in the years ahead may the spirit of the true Christmas prevail. God bless us every one.—*Winifred E. Bain, President of Wheelock College, Chairman, Board of Editors, CHILDHOOD EDUCATION.*



WHY SHOULD NOT WE also enjoy an original relation to the universe? Why should not we have a poetry and philosophy of insight, and not of tradition, and a religion of revelation to us, and not the history of theirs?—EMERSON.

Christmas Living

How the Elementary School at Ohio University, Athens, celebrated Christmas last year with the emphasis upon sharing and cooperative planning by children, teachers, university classes and parents. Edith Beechel, principal of the school, supplied the records of the children's experiences on which the article is based. Mrs. Quick is assistant professor of education at Ohio University and is responsible for compiling the Christmas articles in this issue of "Childhood Education."

A WHISPERED CONSULTATION, excited giggles, a scurry of feet, silence, and then outside my office door the soft, high voices of children singing carols told me that the festivities of Christmas had begun at the University School.

For some time there had been discussing, planning, rejecting, accepting ways of celebrating Christmas at school. The value most sought was a rich experience in living, characterized by shared joy, cooperative activity, creative opportunity and for every individual a deep, abiding sense of well-being. To this end the staff, the students, the children, and the parents of the University School found ways of expressing the meaning of Christmas.

The children brought brightness, cheer and loveliness into the school surroundings by tucking fragrant pine boughs here and there in doorways, on screens and on window ledges. Children's colorful paintings of the Christmas story graced the long corridors and classrooms. In the assembly room the expansive windows had intrigued the young artists to create Christmas scenes. In two huge stained glass window effects the older children captured in color and design two old Christmas themes—The

Shepherd and His Flock and The Holy Family. On the walls phrases of carols escaped the printed page and appeared as giant notes which were eagerly identified and sung by the children.

A large, living Christmas tree which was to be planted later in the dooryard was the center of interest. It was decorated with seed pods and nature materials which the children had gathered, gilded and painted gay colors. Near the tree the college class in children's literature had arranged new books on small tables and placed chairs and benches for the convenience of the children as they spent many happy hours in unassigned reading. As one small boy said, "Just like Christmas morning, though nobody ever did get this many new books."

Throughout the school each room had its own individual plan. One grade had a bird's Christmas tree on the sill outside the windows, on which they had placed sunflower seeds, popcorn and bread. A portion of their large room had been screened off as the "quiet room." In this darkened, still place the children sang carols and listened to stories. One grade made an unusually beautiful nativity scene with figures of cardboard, which the whole school enjoyed. Another devised gay ornaments with teasels, frosted cones and winter berries glistening with alum. Still others arranged trays with shining fruit and colorful baubles of waste materials. Everywhere there was Christmas; the very atmosphere breathed it.

In the planning, the teachers and the children decided upon a way of enjoying Christmas every day for a week. No formal plays or stilted programs were to be

given, but Christmas was to be lived. Each day throughout the week the children, students, teachers and parents were to gather around the Christmas tree to sing carols, to tell or read stories, to give plays and tableaux, to share exciting secrets and to enjoy the lovely Christmas windows. Parents were cordially invited to join in the festival any day or every day. Grade groups would need to serve as hosts from day to day at various hours. College classes asked to share the work they had been doing. Typical of the planning were these suggestions considered by the first grade. The brief form in which they appear here indicates that they have been taken from the teacher's notes.

CHRISTMAS SUGGESTIONS FROM GRADE I

Carol Singing

- Whole school sing carols around tree
- Each room prepare one carol
- Play carols on different instruments
- Sing carols throughout building when any group wished

Invite talented parents to help us

Christmas Atmosphere

- Decorate room doors
- Decorate tree in front yard
- Sculpture snow figures on front lawn (if possible)

Sharing

- Each room go to every other room to see the gifts made for parents and friends
- Have a party for whole school
- Have a party for mothers

Stories

- A good reader or storyteller read or tell Christmas stories

Other groups considered such things as gift making, gathering seeds and materials for the Christmas tree, writing original plays and giving them, carol singing and the making of decorations.

The college classes discussed opportunities for services to the children. The activities class contributed a display of Christmas gifts which they had made. The literature class arranged story hours to be

held around the Christmas tree. They planned stories for all age groups and included poetry that the children would enjoy. The students participated in much of the music and art work. Particularly beautiful were carols played on the flute, the bells and the marimba. Some of the parents were asked to give musical programs or talks and many contributed their time to make Christmas richer for all the children in the school.

A plan for sharing experiences during the week finally took form. It was orderly but highly informal and was written down in order that each one would remember his responsibility for making Christmas merry. At certain specified times children and grownups presented the things they wanted to share. There was no strain, no tension, no over-stimulation that so often accompanies celebrations of special days.

For the benefit of other teachers who might like to know how such a plan worked out, it is reproduced here. It lacks the sparkle that the week of living Christmas had, but that was in the children's eyes and cold print can not reproduce it.

Our Christmas Week Plan

AUDITORIUM EVENTS

Thursday

- 8:30—Carol Singing by School
Chairman: Music supervisor
- 10:30—Sharing Christmas Activities
Hosts: Grades five and six and college class in special education
- 1:00—Decorate Christmas Tree
Grade five
- 2:30—Sharing Christmas Activities
Hosts: Grade three

Friday

- 8:30—Music—Student Quartette
Singing by School
- 10:00—Story Hour—Literature student
Guests: Four-year-olds

- 10:30—Story Hour—Literature student
Guests: Five-year-olds
- 11:00—Sharing Christmas Activities
Hosts: Grade six
- 1:00—A Play, *A Pint of Judgment*
Hosts: Grade five
- 2:00—Sharing Christmas Activities
Hosts: Grade one

Monday

- 8:30—Music—By participating parents
Story—*Christmas in Brazil*—By
a parent
- 10:00—Story Hour—Literature student
Guests: Grade four
- 10:30—Story Hour—Literature student
Guests: Grade one
- 1:00—Christmas Hour
Hosts: Grades three, four, five,
six
- 2:00—Sharing Christmas Activities
Hosts: Grade two

Tuesday

- 8:30—Stories—Told by parents
Carol Singing by School
Chairman: Music supervisor
- 9:00—Sharing Christmas Activities
Hosts: Four- and five-year-olds
- 10:00—Story Hour—Literature student
Guests: Grade five

- 10:30—Story Hour—Literature student
Guests: Grade two
- 1:00—Sharing Christmas Activities
Hosts: Grade three
- 2:00—Christmas Gift Display
Hosts: College class, Room 207
- 7:30—Christmas Hour
Hosts: Grades three, four, five,
six

Wednesday

- 8:30—Music—By participating parents
Story—*The Story of a Great
Character*—By a parent
Carol Singing by School
- 10:00—Music—Brass quartette
Story Hour—Literature student
Guests: Grade six
- 10:30—Story Hour—Literature student
Guests: Grade three
- 1:00—Music Hour—Music supervisor's
college class
- 2:00—Sharing Christmas Activities
Hosts: Grade three
- 3:00—Sharing Christmas Activities
Hosts: Grade six

The success of the experience can best be evaluated by the musing of a child who after listening to a story sat quietly looking around him and said, "Christmas makes you feel good inside, doesn't it?"

Hospitality

(A Celtic Rune)

I saw a stranger yestreen;
I put food in the eating place,
Drink in the drinking place,
Music in the listening place;
And in the sacred name of the Triune,
He blessed myself and my house,
My cattle and my dear ones.
And the lark said in her song,
Often, often, often,
Goes the Christ in the stranger's guise;
Often, often, often,
Goes the Christ in the stranger's guise.
—From *The Horn Book*, Christmas 1943

Making Friends

The experience in sharing described here by Mrs. Brell happened at Easter rather than at Christmas, but we have used our editorial privileges and changed Easter to Christmas and Easter Bunny to Santa Claus. Such an experience can happen at any time, but celebrations of festivals can provide realistic and sincere motivation not always present at other times. Mrs. Brell is a teacher in the Hoffman public school, Cincinnati, Ohio.

IN A WORLD faced with the problems of building a lasting peace the need for an understanding approach to human values is a primary goal. How to foster and develop in children's daily living an effective means of understanding other children becomes an essential task for the teacher who is concerned about the major problem of our civilization. To learn to know when to give in, when to re-phrase a request, how to make another child feel wanted, how to act to make oneself wanted in a group, how to use a smile, how to make up for another's shortcomings are all phases of learning to live with one another. Out of such experiences an individual can grow in group consciousness, i.e., feel himself an essential part of a group which together can act effectively to help other groups live more successfully.

Teachers have many opportunities to bring about useful social understandings even with young children. Where teachers are particularly sensitive to human needs and child growth, more can be accomplished between school groups.

In a school located in a semi-suburban hill-top neighborhood in Cincinnati attended by children who come from the homes of the butcher, the bread salesman

and the plumber, a class of fifth grade children experienced such an opportunity. These children are not the most favored of the population; however, most of them know the security which comes from having enough to eat and to wear as well as having two parents who care about them. As a group this class showed a high degree of social sensitivity—the individuals of the group were well adjusted to each other.

As Christmas time came around it was suggested that instead of entertaining themselves it might be more fun to make little children who might not have Christmas presents happy by playing Santa Claus to them. The group worked diligently at making attractive gifts. They elected four representatives to deliver their gifts to a first grade class in a basin school in the slum area which the teacher had selected, knowing the neighborhood to be among the poorest in Cincinnati.

The delight of the younger class at its Christmas surprise reduced any feeling of condescension on the part of any of the hill-top children. They returned to their class bubbling over with enthusiasm for the school they had visited. Among the reports made was the statement of one of the rougher members of the class, "We ought to do something like this again 'cause it sure made me feel good to see how those kids looked at their presents."

Upon hearing the description of the basin school and of the children one member of the class remarked, "Don't these kids live in the United States?" That underprivileged children lived in their own city, that other children genuinely appreciated their efforts, that they had rendered a useful service, and that their own effort

and initiative had carried this project through successfully were important things for these children to know.

When Friendliness Is Next to Godliness

A correspondence between the two classes grew and shortly the entire fifth grade was invited to attend a circus to be given in their honor by their first grade friends in the basin school. The fifth grade children were overwhelmed to see what these little children had done in reciprocity. A more appreciative audience that class never had. To be understood in terms of what you as an individual can do and to be accepted because of your contribution goes a long way in building friendship.

The fifth grade by now was not to be outdone by these little people. They came back to their school with the information that a community house was in the making for their friends in the basin school.¹ An

¹ Editor's Note—See "Ft. Washington Community House," by Kathleen Tracy. *Childhood Education*, September 1943, 20:28-30.

old house in the neighborhood was to be converted. What could they do to help? For whatever they did they would need money. They organized a popcorn and candy sale which they held for two days with ten dollars profit to themselves. However, when they tried to think of how best they could spend this money they decided that the children in the basin school would know their own needs best. They sent their money asking that the fifth grade in the basin school act as trustees for it and spend it as they saw fit. The ten dollars was used to buy paint to refurbish the front of the old house.

Much of value for both groups came from this experience because the children found a way of being mutually useful. They came to know each other as people and to appreciate each other in terms of their individual talents. The glow of satisfaction that came from both groups in having extended their social horizons was reassuring evidence that friendliness is surely next to godliness.

♦

TO ACCOMPLISH any good at all . . . the affections of your pupils must be secured. If they do not love you, they will repel all your attempts to do them good. Only by the exercise of benevolence, sympathetic understanding and love can the teacher satisfactorily perform his work. To be effective, teaching must be affective."

Such was the keynote of a little book for teachers which was written more than a century ago by Henry Dunn, secretary to the British and Foreign School Society in London and re-published in 1939 at Hartford, Connecticut, by one of his American friends, the Reverend Thomas H. Gallaudet. Appearing under the title, *The School Teacher's Manual: Containing Practical Suggestions on Teaching and Popular Education*, this little volume of letters commemorated the author's seven years of service with the Society. Though almost unknown and unobtainable today it deserves some notice because of its sound common sense, its pleasing style and its modern ideology. Addressed primarily to teachers of young children, it can nevertheless be read with profit today by teachers of all ranks from the elementary school through the university.—Quoted from an article, "Teaching Counsel One Hundred Years Young," by Donald Marquand Dozer in *The Harvard Educational Review*, October, 1939, page 435.

By CAROLYN CRAWFORD

Sharing as Shown In Some Children's Stories

A bibliography of stories which teachers may wish to read to children at any time but particularly preceding the Christmas season which presents unusual opportunities for an emphasis on the importance of sharing. Miss Crawford is the children's librarian at Ohio University, Athens.

AS THE CHRISTMAS SEASON APPROACHES this year we think of sharing in a broader sense than usual—not the giving of material things alone but the gift of spiritual values as well. It is sometimes difficult to find stories for children which present sharing so this bibliography has been prepared to remind us of some of the old and new stories which may be used as a prelude to the Christmas story. Material from collections of Christmas stories is not included but picture-story books for younger boys and girls and chapters from fiction for older children are listed.

For the primary and intermediate groups we need stories which carry the spirit exemplified in the old favorite, *The Elves and the Shoemaker*. These stories may be used with those groups:

For the Younger Children

Lullaby. By Josephine B. Bernhard. New York: Roy Publishers. An adaptation of an old Polish legend about the people and animals who brought gifts to the Baby Jesus. When He did not want to go to sleep, the kitten did something to help.

Mister Penny. By Marie Ets. New York: The Viking Press. Mister Penny and his family of animals became the happiest family in Wuddle when the animals decided to mend their ways and to help Mister Penny right the

damage they had done in a neighbor's garden. They discovered it was such fun working together that they just kept it up.

The New Pet. By Marjorie Flack. New York: Doubleday Doran and Company. Dick and Judy share in the work of the home in order to help when the "new pet," a baby, comes.

Down, Down the Mountain. By Ellis Credle. New York: Thomas Nelson and Sons. Hank and Hetty, a little brother and sister from a cabin in the Blue Ridge Mountains, share to their last hard-raised turnip with all they meet on their way down the mountain to the town where they plan to exchange their turnips for beautiful creaking, singing shoes. The reward which the last turnip brings them is a satisfying conclusion for the younger children.

Down Along Apple Market Street. By Mabel Hill. New York: Frederick A. Stokes Company. When Judy-Jo went down along Apple Market Street everyone gave her something, including her Sunday school teacher who gave her a text to learn, "The Lord loveth a cheerful giver." When she reached home and began to tell her mother all her experiences she discovered how many gifts she also had given to others.

Snipp, Snapp, Snurr and the Red Shoes and *Snipp, Snapp, Snurr and the Yellow Sled*. By Maj Lindman. Chicago: Albert Whitman and Company. In the first story the boys work and save in order to give their mother a pair of red shoes. In the second, they give the yellow sled which they have long coveted to a poor little boy. Simple plots but effective and pointed in meaning.

The Red, White and Blue Auto. By Lucy Sprague Mitchell. New York: William R. Scott. How the owners of red, white and blue automobiles are forced by circumstances to "share the ride" to their factory.

The Book of Nah-Wee. By Grace and Carl Moon. New York: Doubleday, Doran and Company. Nah-Wee and her Indian brother

give their food to a hungry little dog who leads them to his mistress. She has been hurt and the children feed her the remainder of their food. The brother goes for help while Nah-Wee stays to care for the sick woman.

The Christmas Tree in the Woods. By Susan Smith. New York: G. P. Putnam's Sons. City children, spending their holiday at their farm home in Maine, work for a week getting ready for a wonderful Christmas Eve. They trim a tree in the woods and invite all the neighbors to join them in singing and giving gifts. The climax is the arrival of a strange little newcomer with Santa Claus. He is a child from another country who has just moved nearby and he is made happy by the beautiful tree and the gifts he receives.

A Star for Hansi. By Marguerite Vance. New York: Harper and Brothers. Sophie hears from her grandmother the story of another little girl named Sophie who knew when it was important to spend the last coin in the apple-wood box in order to give joy to a sick brother.

For the Intermediates

Country Stop. By Carolyn Sherwin Bailey. New York: The Viking Press. Nearly all the stories about Ann's year with her grandmother in a country village are concerned with her discoveries of the way in which the community shares its work and play as well as its earthly possessions. "Mail Order Christmas" tells of the exciting days before Christmas when the big catalogues are pored over and each person sends an order for the gifts his friends will enjoy most.

Up the Hill. By Marguerite De Angeli. New York: Doubleday, Doran and Company. The story of a Polish-American Christmas in a small Pennsylvania mining community, which describes a more unusual type of sharing. In a school project the children share their various backgrounds, wearing national costumes and working out a program based on their different nationalities.

B Is for Betsy. By Carolyn Haywood. New York, Harcourt, Brace and Company. Pp. 76-92. An old woman who sold pretzels to the children at recess was always so kind to them and told them such good stories that they decided to share with her when Thanksgiving came around. The ideas they had for filling her basket may give other boys and girls some good suggestions.

Hester and Timothy, Pioneers. By Ruth Holberg. New York: Doubleday, Doran and Company. An excellent picture of sharing which was necessary in the days of the pioneers. It was not only the grownups who shared with the children but often the other way around.

Grandmother's Cooky Jar. By Helen Orton Jones. Pp. 56-65. When Peggy finally gives to two hungry children the cookies she helped grandmother make, she suddenly discovers the joy there is in sharing. The children's mother is ill and Peggy has to take the responsibility of getting help for her.

Peachblossom. By Eleanor Lattimore. New York: Harcourt, Brace and Company. Sharing is important to the boys and girls of modern China, as Peachblossom found on her long trek from her home into the city.

Lost Corner. By Charlie Mae Simon. New York: E. P. Dutton and Company. When old Mr. Boggs' house blew down in a tornado the Jackson family searched through all their belongings to find things to give him and the whole settlement helped to build him a new home. Christmas came soon after and it was a happy time for both the Jacksons and Mr. Boggs.

Canute Whistlewinks. By Zakarias Topelius. New York: Longmans, Green and Company. The chapter, "The Little Bird's Christmas Feast," tells how the children share their food with the animals in the forest. As a result they and their family receive an abundance. A Finnish folk tale.

Little House on the Prairie. By Laura Ingalls Wilder. New York: Harper and Brothers. Mr. Edwards helps Santa Claus out by swimming the ice-cold, flooded creek to bring Christmas to Laura and Mary. His generosity saves the day for this pioneer family who otherwise would have had nothing in their stockings.

For Older Children

For older children we may go back to classic examples of sharing as in the March children's gift of their Christmas breakfast in *Little Women*, the everyday sharing in *Heidi*, and the spirit of *The Birds' Christmas Carol*. Other stories which may be used are:

(Continued on page 192)

Woodland Pixies

—A Hobby in Seedcraft

Cincinnati's community Christmas trees are decorated with nature ornaments which are described by Miss Stephenson, park naturalist, Trailside Museum, Burnet Woods, Cincinnati. She also suggests ways of combining seeds into figures which she calls woodland pixies, and lists the necessary tools and materials.

AUTUMN IS THE TIME OF YEAR when seeds are scattered abroad. Oaks drop their acorns, nut trees shed tasty seeds, and the wind blows the seeds from the maples, ashes, tulips and lindens. Burs of all descriptions are carried unwillingly from place to place.

A person out of doors at this time of year can scarcely fail to notice the multitude of seeds and the variety of forms. Not only are the seeds of interest, but the vessels in which they develop are often more beautiful than the seeds themselves. For example, a poppy seed capsule. It looks like a tiny bowl with a beautifully ribbed and scalloped lid. Beneath the lid are small openings through which the powder-fine seeds sift as the wind blows the stalk to and fro. Look at the bur of the chestnut. When split open, a lining of the softest brown velvet is revealed. What a comfortable cradle for a baby seed! There are hundreds of others just as interesting, and even more so.

For a number of years, at Christmas time, the Cincinnati Board of Park Commissioners has made use of this out-of-door beauty. The Christmas trees placed in the Conservatory in Eden Park have

been ornamented with all kinds of seeds and their containers. An ornament purchased at the store cannot compare with the beauty of a cluster of round, spiny seed pods of the Jimson weed, painted gold or silver, with each tiny spine tipped with sparkling tinsel. Teasel also forms beautiful ornaments. Cones are collected from the various kinds of pines and spruces and pods from the redbud, honey locust and common locust. Gold and silver sweet gum, sycamore, or plane tree balls are hung in clusters of two or three. The cones from the alder tree look like strawberries, and milkweed pods resemble tiny boats. A few attractively shaped leaves such as scarlet oak, silver maple and ginkgo, dried and painted gold or silver, are used.

Interesting festoons made from the leaves of birch and oak, winged seeds of the maple, ash or ailanthus, and the like are used in place of the ordinary gold or silver tinsel strands. A string of tiny pods obtained from the evening primrose attracts much attention. To some people the pods look like bells and to others they resemble fish.

About eighty-five different kinds of seeds and their cases are hung on each tree. After all of the ornaments and festoons are on, milkweed fluff is placed on the branches. The only artificial decoration is the electric lights.

Figures and Pixies

After the trees were decorated in this way for a few years another idea occurred. Why not combine the various things gath-

ered and form figures or pixies? Buckeyes of all shapes and sizes, many kinds of acorns and their caps, beechnuts and their burs, milkweed pods and the silk, thistle-down, pine cones, spruce cones, persimmon seeds, thorns, hickory nuts and their hulls, walnuts, butternuts, witch hazel seed pods, papaw seeds, onion seeds and many more are gathered. The seeds found in the flower garden are not neglected. Seed cases from the iris, the poppy, the rose mallow and the rose of Sharon, and seeds from the wisteria vine, the blackberry lily and the castor-bean plant are kept. Sunflower and corn stalks also yield seeds. The kitchen is investigated for seeds and pits of prunes, plums, apples, oranges, grapefruit, pumpkin and squash. Earlier in the summer watermelon and canteloupe seeds are kept. (Seeds which have been placed in the mouth should be sterilized.)

It is best to let the seeds and pods dry before using them. They are likely to shrink and the shape of the finished object is often spoiled. If some of the seeds become too brittle they may be soaked in water for a short time before using.

The idea is to get together as many differently shaped seeds and pods as one can, place a mixture of them on the table so that the different kinds may be seen easily, and then start to work. It is well to have at least one idea in mind before beginning. For example, suppose one wishes to make a little man. By trying various combinations of objects for the head, body, feet and hands, one gets other ideas. Soon suitable combinations are found for a girl, a bird, a dog and the like.

The tools needed are few and simple and most of them can be purchased for a few cents. Those tools found to be most satisfactory when used by older children are:

Small tap holder. Although made to hold a small tap, a metal drill may be pushed in as far as possible and then the tap tightened.

A number of metal drills, size $3/32$ "

Small hand drill

Small vise

Coping saw

File or sandpaper

Wire cutter or pair of old scissors.

Pocket knife

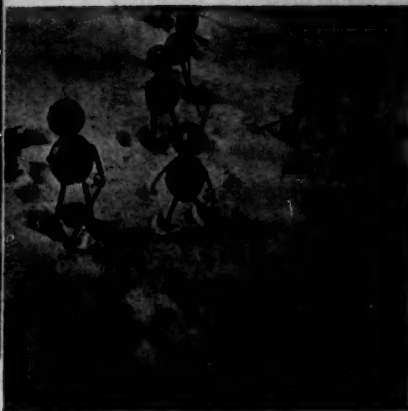
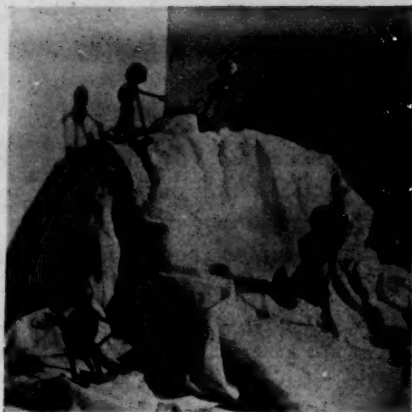
Use the tap holder and small drill with a back-and-forth motion for putting holes in such seeds as buckeyes, acorns, wisteria and castor-bean seeds which are not too hard. For drilling holes in hard seeds such as black walnut, hickory nuts, butternuts, Kentucky coffee tree seeds and the like, it is better to place the seeds in the vise and use the larger drill. Too tight a pressure of the vise will crack the seeds. Any seed which must be flat or smooth is rubbed with a file or sandpaper, or sawed with the coping saw.

Holes are drilled in the flat side of prune seeds by placing them on the table and holding firmly with one hand while using the tap holder drill with the other. Prune seeds invariably crack when placed in a vise. Handle all drills carefully and hold the seeds firmly so that there will be little danger of the drill slipping and puncturing the fingers. It is a good plan to work on a large board, otherwise holes will be drilled in the table.

Other supplies needed include a good grade of glue, a number of packages of pipe cleaners, a spool of thread, round toothpicks, shellac, varnish, gold and silver paint, paints of other colors, and a number of small paint brushes.

Colored paints should be used with care. Any rough surface such as is found on walnuts is spoiled by paint, but the surface of a smooth hickory nut will take the paint very well. Shellac, on the other hand, gives a gloss which intensifies the natural colors; it improves the color of buckeyes, walnuts, acorns and hickory nuts.

The figures themselves should be put together very securely so that there is little



"Ski Runners"—made from large hickory nuts, bur oak acorns and caps, twigs for poles and sections of hull of hickory nuts for skis and pumpkin seeds for hands.

danger of them falling apart when handled. All heads are fastened to the bodies by drilling a small hole in the neck portion of the head and one in the upper part of the body. A piece of round toothpick with the ends dipped in glue and inserted in the drilled holes holds the two together. As a rule, but not always, the arms and legs are made from pieces of pipe cleaner. Do not cut the pieces too long. A little practice will enable one to judge the length correctly. Dip one end in glue and put into the holes previously drilled in the proper places. Holes are also drilled in the seeds which are used for hands and feet and the ends of the pipe cleaners, dipped in glue, are inserted in the holes. It is important to use glue each time two parts are joined. If the figures are to be used for Christmas tree ornaments a thread is tied around some portion of the figure so that it will balance.

Woodland pixies may be used not only for Christmas tree decoration but for table

decorations, place cards, nut holders, making scenes as shown in one of the pictures, and for many other purposes. They may be used in correlating nature study with other subjects in the school. In the primary grades the stories read may be represented in pixies and built on the sandtable or on small stages made from paper cartons or packing boxes. Simple puppets, where figures are attached to a stick and have no movement, may also be made from pixies. Scenes in geography, history, dramatics and the like may be worked out in the secondary grades.

A hobby of this kind will not only prove entertaining but will be educational as well. One can scarcely handle the innumerable things furnished by nature and not have a desire to know the names and some of the characteristics of the plants from which they come. The power of observation will be developed, for one will be alert when the outdoors is searched for new things.

Commencement

Commencement like Christmas is a kind of festival which has become a college folk-way of considerable importance to the individual and to the society into which he graduates. Mr. Warren, commissioner of education for the State of Massachusetts, gave this address to a 1944 graduating class of a teachers college. We publish it particularly for those of you who are just completing your first three months of teaching and may be feeling the need for such refreshment.

FROM TIME IMMEMORIAL people have joined hands with their friends and neighbors at special times of the year to observe together the passing of certain milestones in the life of the state and nation. In November we pause to give thanks for the bounty of the good earth; in December, as we face the darkness and lifelessness of winter, we observe our most solemn religious holiday; and in the spring, when life bursts forth from sleeping things, comes Easter.

There is at least one other time of year when men lay aside their work to observe an important and fundamental occasion in the life of a society. This is the time when students depart from centers of learning and professional training and return to the community as workers, educated to take their useful places in the body politic. At such a time it is customary to call upon one or more persons to give special thought to the significance of the occasion.

I suppose that in olden days it was the chief of the tribe who tried to put into words what everyone felt. Among primitive peoples the elders of the tribe took a week or two to teach their young people the secrets and tricks that they hadn't al-

ready picked up. By means of some fasting, the knocking out of a few teeth, the piercing of an ear, or other equally realistic ritual the importance of becoming an adult was duly impressed.

In our own civilization, schools and colleges are given this job to do, culminating in the festival known as "Commencement." Nowadays, the occasion is frequently observed by importing some outlander to comment on the passing scene, to give advice or, if the choice is unfortunate, someone who simply harangues the populace.

Looking back over the last twenty years, I observe that the remarks of commencement speakers have reflected with high fidelity the philosophy of their times. I remember particularly the themes of two commencement addresses in this period illustrating the philosophical extremes of two separate decades. One of them was: "Be a snob and marry the boss' daughter"; the other, which I shall never forget, was "WPA—here I come." I am sure you will have no difficulty in deciding which of these is symbolic of the 1920's and which of the 1930's. Let us examine these themes in terms of the kinds of life they reflect.

The first theme gave advice on how to increase one's power to outmaneuver his fellow men in a highly competitive society. College itself, even a teachers college, in the minds of many of the public was in those days a leisurely retreat where young people majored in how to come out on top in four easy years. The very word "curriculum," if you trace it to its roots, means a race course.

Teachers colleges have always had a single purpose because of their professional aims but even here students and parents

have sometimes felt that mere attendance imparted, in some mysterious way, a special competence in meeting the problems of one's years of maturity. The graduate armed with the magic of a sheepskin, the social graces and professional training of a teachers college graduate looking forward to long summer vacations and a dignified place in a well-thought-of profession could with some confidence sally forth to make himself secure in an insecure world. He neither felt nor was he expected to feel any great responsibility for those less fortunate than he. He was the individual against the world—to that select audience of individuals the commencement speaker could, and on one famous occasion did, advise college youth to "so live their lives that they could look any man in the eye and tell him where to get off."

Contrast this philosophy with the "WPA—here I come" of ten years later when fundamental things had changed to the point where the college graduate ran the risk of becoming a public charge. Almost overnight the hopes and aspirations of many young people had shifted from the equanimity of the *rugged individual* to the anonymity of the *ragged individual*.

The Era of Learning to Live Together

If we add ten brief years to this, we are brought up to date. Where does the college or professional school graduate find himself today? Better off? Worse off?

It is my careful opinion that you are infinitely better off than any graduating class in the last twenty years. Why? Can it be that an individual can find hope for personal fulfillment in the midst of a global war? I believe that to be the case and would like to tell you why I think so.

From every indication available to the layman, the successful conclusion of armed conflict seems not too far distant. And though at terrible cost in human life and

in the ~~un~~made things that man *could* have made for the good of men, the principles of human conduct for which we fight are coming through unscathed. At the conclusion of the war we, as a people, will be humble and contrite, severely strained in body and spirit. Both victor and vanquished will have come so close to disaster that thoughtful men everywhere will join hands to make a better world order for peoples and for persons. Then, if ever, will come the liberation of intelligence in the field of human relations.

Up to now we have been very smart in devising gadgets and ministering to our material needs and comforts. No such conspicuous progress has been made in the science of living together. The time is propitious and long overdue for the social sciences to catch up with the natural sciences. This war has pulled us up short. From this point on we must hasten to develop experts in human affairs, and then heed them. It is my belief that this will happen in your lifetime and you will have a part in it. If it doesn't happen and we continue in our lopsided technological way, Sunday-driving our way along, making progress only with things and not with people, some day man will destroy himself in his own laboratories.

For youth, especially well-trained and well-educated youth, the coming years will be extraordinary. For teachers they will, perhaps, have opportunities unrivaled in the world's history. Teaching with its many hundreds of thousands of men and women workers is on the whole an honored field in the life of America. The schools, good or bad, have in the *past* had a tremendous influence upon what America is. For the future they will affect directly what the world is. The whole earth will be your frontier. Every field of human endeavor will feel the impact of the teachers of America through their own contribu-

tions and through the children whom they *help* to educate.

Grandfather lived, worked, and died in one community. His personal contacts with different people were relatively few and his social influences geographically limited. Father may have conducted his affairs in a sphere as wide as the state. He may have met many people and may have participated in wider movements. But you know a world of far wider proportions than either. You hear immediately voices from all over the world. You see, almost immediately, scenes from many lands. Some of you may personally participate in far-flung enterprises. A job in the farthest place will be less than sixty hours away. If you do not, yourself, go to distant lands, you will be educating children who assuredly will do so. Their horizons will be world-wide. Their teacher must be world-minded. History has chosen your generation to be the first citizens-of-the-world. It will be a tremendous responsibility; it will be a thrilling experience.

I know that you, as a class, are optimistic for the future. Positions for the qualified are plentiful. You are a small class, compared with those of former years. Many who might have been educated with you are in other fields of endeavor. You have relatively no competition. Your career can start out well, as far as opportunity is concerned. But have you thought of the tremendous responsibility entailed? Education is ready, nay it will be forced to "go places." Are you ready to go? Are you ready to lead? If not, your easy opportunity may make you a cog in the wheels of progress. If you are ready, you will rise to an heroic task. Teaching never offered a greater challenge than it offers you.

The days ahead are ominous but not without promise. They are characteristic of frontier days—challenging, difficult, dangerous, exciting. In the beginning,

leadership appropriate to the times will be recruited, as it always has been, from the ranks of those possessing vigor, intelligence and training. *But* until the specifications for leadership include a fourth virtue—a sense of social usefulness—no real and lasting progress will have been made.

Your presence here today testifies to your vigor and intelligence. As a former superintendent of schools who has hired many graduates from previous classes of this college, I can testify to the high quality of your training. Only you, individually, can testify as to whether you possess the fourth requirement of what might be called the new leadership—a sense of social usefulness. Presumably the philosophy which has given direction and meaning to your whole college experience has been one of social purpose and therefore you already possess the attitude of mind prerequisite to important leadership in the coming days. If, for any reason, you have thus far failed to acquire this basic trait to the point where it becomes an intense driving force akin to the spiritual, it is probably too late. Or at best, you have so little time left to develop this basic framework within which your vigor, intelligence and training must operate. Long ago it was recognized that the richest soil, if uncultivated, produces the rankest weeds. The extent to which your every action and deed reflect your intention to be your brother's keeper will be the measure of your leadership, the living testimony that the rich soil has indeed been cultivated.

How Will You Determine Your Success as a Beginning Teacher?

While I still have this opportunity of talking to you I would like to make an observation as one who recently was responsible for the selection and supervision of classroom teachers in one of the cities of this Commonwealth. First, may I guess

what your answer would be to the question, "What will be the chief determinant of your success as a beginning teacher?" and second, may I set forth briefly why I believe your answer is incorrect.

I suggest that you believe your success at the outset of your teaching career will be measured by your grasp of the technology of education, the extent to which you can readily apply the methods of modern pedagogy, knowing what's in books, being a skilful impartor of knowledge to the thirsting minds of children, the techniques, the devices, the tricks of the trade. On the basis of theory this answer deserves an "A" but as a matter of practical fact you may discover that the child can quench his thirst for knowledge at sources far removed from those you provide for him.

Before the average child is willing to depart on a journey with his teacher into the unfamiliar fields of knowledge, as set forth in the course of study, he first must satisfy himself that he is in good hands. And how will the child know? Not by what you *know*, but by what you *are*. He knows that you know the answers to your own questions, otherwise you wouldn't ask them. That's what you get paid for. What he wants to know is, "Is she the kind of person, judging by her sincerity, genuineness, strength and richness of personality, who knows things I can't afford not to know?"

Of course the child can't describe in polysyllables the qualities of personality he expects and respects in his teacher. Nevertheless he makes judgments—unconsciously, subtly, instinctively—about the kind of person you are. And when he finds that you are real, warm, genuine, sympathetic, fair-and-square, the youngster rolls up the sleeves of his mind, education begins, and another successful teacher is on her way.

I do not wish to leave the impression that I minimize or depreciate the place and importance of skilful teaching. As a matter of fact I believe that we shall not have achieved the goal of complete professionalization of teaching until every teacher has the skills of a scientist. I mean only to say that your essential worth as a person is and must be the starting point.

The Commonwealth, in the interests of its own perpetuation, has helped you achieve the goal you now have reached. And though to you they are personal achievements, in the larger sense they are also the achievements of the State of Massachusetts. In behalf of the Commonwealth and the people everywhere, I most humbly welcome you to the company of educated men and women. This is your commencement—your beginning. This gathering is not a ceremony of conclusion. It is, instead, the opening exercises. We wish you Godspeed.

Clover Hay

By MARIAN JAECKEL

Clover Hay says, "Yes, you may,"
When we ask her kindly.
But when we don't
She says, "You won't,"
Very, very decidedly.
(*Clover Hay is a cow.*)

Books FOR TEACHERS...

TEACHERS FOR OUR TIMES, a Statement of Purposes by the Commission on Teacher Education. Washington, D. C.: American Council on Education, 1944. Pp. 179. \$2.

This book is the first in a series of reports that will be published by the Commission on Teacher Education of the American Council on Education in which its experiences, general views and conclusions will be set forth. The volume should be read carefully by all professional educators as well as by the broader audience of intelligent laymen on whom educators and educational programs must ultimately depend for support.

The Commission's report begins with a section discussing the American teacher and then describes the broad ideals for which we Americans seem to stand. Following this section comes an examination of our school children and our schools, including a thumbnail sketch of some characteristics of the ideal modern school. Finally, a section is devoted to the qualities which should be sought in teachers for these ideal schools.

One limitation in the Commission's report is that it will impress many readers with setting an unattainably high level of aspiration. Frequently the exposition is idealistic and consequently somewhat naive. On page 31 this optimism is recognized by the authors but such recognition does not destroy the validity of the criticism. The reviewer believes that if there is to be any great improvement of teacher education, reformers must start with a realistic concept of American culture and a realistic concept of the American people and a realistic concept of what the schools can do and a realistic concept of the limitations and weaknesses of teachers as a professional group.

The danger in too much optimism is that laymen or teachers or administrators will read a book like *Teachers For Our Times*, get a warm glow from its idealism, say to themselves what a wonderful statement of purpose and aspiration, put the volume down, and then go about their business just as they have for the

past five or ten or fifteen years, depending upon their inflexibility.

On the more positive side the Commission's emphasis upon the importance of man's rational powers is superb. There seems to be a constant recognition that teachers must work out their own destinies, and this means that they must learn how to attack problems and to plan programs of action and to evaluate consequences. The Commission "did not seek to impose its own ideas as to what should be done to improve particular programs of teacher education" (p. xii).

If the reader assumes that teachers in training learn to teach as they are taught, not as they are taught how to teach, and if he accepts the characteristics of a good school as outlined by the Commission (pp. 126-144) the implications for our teacher training institutions are clear. They must: (1) represent group life at its best, (2) create an atmosphere where students and teachers are peers as persons, (3) individualize instruction completely, (4) provide student and staff experiences in many different kinds of group activity, (5) arrange for a great variety of types of learning experiences, many of them firsthand, (6) become a vital influence in the local community, and (7) operate as a democracy in which all interested persons participate in policy formation.

This is a big order. It requires some radical changes. The changes, if they come at all, will come slowly for we must start where we are. As is so often the case the crucial questions will be those of procedure. Most of us will agree on the ends; we need help with the means.—Stephen M. Corey, *The University of Chicago*.

MODERN WAYS WITH CHILDREN. By Elizabeth B. Hurlock. New York: McGraw-Hill Book Company, 1943. Pp. 393. \$2.75.

Modern Ways With Children makes a significant contribution to educational literature because it bridges the gap between educational science and general practices in child

guidance by bringing together, in very readable and non-technical style, the results of a half-century of child study. Although it seems to be written for parents, classroom teachers, especially the inexperienced and those working in preschool units, will find the specific suggestions most helpful and equally applicable to the effective living and learning of children at school or in any other community center.

The author draws freely upon her experiences as a mother and experimental psychologist in illustrating modern ways of guiding the everyday activities of normal children. She utilizes in simplified form the results of exhaustive scientific investigations which were more formally presented in her earlier volume, *Child Development*. While the emphasis throughout is upon child guidance, Mrs. Hurlock includes in non-technical terms general norms of expectancy for different phases of child development. This information in itself is much needed by the better trained teachers, parents, and child welfare workers. Moreover, facts regarding normal child development are usually coupled with specific ways of meeting the various growth needs of children.

Her many common-sense suggestions for handling so-called problem behavior will be helpful to anyone responsible for child guidance, regardless of whether he is familiar with the research literature upon which they are based. She emphasizes that all children are problem children when adults judge them by their own standards and do not understand their need to be their own age and to grow at their own rate. The many growth problems of childhood, such as eating and sleeping are discussed, and ways for dealing with several types of personality disorders, including sick personalities, are given. If the suggestions given in the chapter on discipline were more generally followed, most of the more serious behavior problems would be prevented by what is frequently referred to as "nipping in the bud" behavior that is not social for the age at which it is observed.—Maycie Southall, professor of elementary education, George Peabody College for Teachers, Nashville, Tennessee.

LIVING WITH CHILDREN. By Gertrude E. Chittenden. New York: The Macmillan Company, 1944. Pp. 163. \$1.75.

Living With Children has been written as an informative book for college students begin-

ning the study of child development and for parents who are concerned with problems of guidance. However the author would have been completely justified if she had included in-service teachers on the list of prospective readers.

The book deals with an unusually wide range of material related to children's growth and has an appeal for everyone interested in the development of children. The author has been skilful in conveying the feeling that the discussion concerns real, live people and immediately one places confidence in the material presented.

One of the noteworthy features of Miss Chittenden's writing is that in each consideration of the child he is treated with the utmost respect. In all his relations as a member of the family group and as a member of groups outside of the family "his appearance, his abilities, and his interests" are given careful thought. Splendid examples, used freely, serve to illustrate and play a part in the lively, readable presentation.

The first portion of the book is devoted to the growth span from infancy to adulthood. Emphasis is placed on the fact that the behavior an individual shows results from the interaction of that individual and his experiences. References to research studies are used abundantly and serve to point up the author's statements.

The second part of *Living With Children* gives a picture of the child in his home and family setting. Most interestingly the home is called "a good laboratory in which to teach democracy if it meets certain characteristics of a democratic group."

A study of the child in his community is presented in a subsequent section. The discussion treats housing, school, church, public library and community recreation as important influences in the development of the child. Finally, an annotated list of well-chosen books under the heading, "Reading Materials About Children and Their Families," is suggested.

Living With Children is one of those books which makes every word count. It gives evidence of becoming an old standby for many who find it convenient to turn frequently to a volume which is sound and at the same time concise and helpful in many respects.—Lorraine W. Benner, Wheelock College, Boston.

Books FOR CHILDREN...

LULLABY. By Josephine B. Bernhard. Illustrated by Irena Lorentowicz. New York: Roy Publishers, 1944. Pp. 26. \$1.

This folk tale adapted from the Polish tells how the animals tried to help Jesus' mother put Him to sleep. One by one they tried but little kitten was successful. The brilliant illustrations by a distinguished Polish artist give folk flavor to the book. For children from four to nine.

TIMID TIMOTHY. By Gweneira Williams. Illustrated by Leonard Weisgard. New York: William R. Scott, 1944. \$1.25.

Leonard Weisgard's furry animals look soft enough to be petted. Timid Timothy, the kitten, has expressive eyes and postures. When he becomes very brave he humps his back way up. The story is simply and rhythmically told. A little book for two- to six-year-olds.

THE HUNDRED DRESSES. By Eleanor Estes. Illustrated by Louis Slobodkin. New York: Harcourt, Brace and Company, 1944. Pp. 80. \$2.50.

"I got a hundred dresses home!" volunteered Wanda on that first day of school when the girls were talking of their new school dresses. The astonished, amused eyes of the well-dressed girls turned to regard Wanda, who had never been known to appear in anything but one worn blue dress. From that time on, Wanda Petronski, the little-noticed girl with the long, queer name, became the target for teasers. Peggy and Maddie sought her out every day on the way to school to inquire about her hundred dresses. Later in the year the girls found out to their chagrin what the hundred dresses were. But that was too late to make things right with Wanda!

This is a moving story of the injury caused one poor little "foreign" girl by thoughtless classmates. The emotional impact on youngsters should foster tolerance. The feeling tone of the story is carried by the subtle illustrations of Louis Slobodkin, winner of the Caldecott Medal for 1943. For children from seven to eleven.

WHAT AND WHAT-NOT. A Picture Story of Art. By Kay Peterson Parker. Illustrated by the author. Boston: Houghton Mifflin Company, 1944. Unpaged. \$2.

John and Lucy wondered why Uncle Andrew called Grandmother's house "a what-not house." In telling the youngsters what was what in Grandmother's Victorian house, Uncle Andrew sketches the history of art. He reserves his architectural enthusiasm for the functional modern house, and John and Lucy conjecture about the house of the future.

The large picture pages, open format, sincere story element and well-chosen informational items combine to make this book exciting to explore. Laurels to Miss Parker who has produced a book which so successfully stimulates children's cultural interests! A book for "children" from ten up.

THE DRAGON FISH. By Pearl S. Buck. Illustrated by Esther B. Bird. New York: The John Day Company, 1944. Pp. 63. \$1.50.

Lan-may Wu was tired of her brothers and boys' play. So was Alice Jones, an American girl living near the Wu farm. Lan-may wished for a sister and so did Alice. What a happy accident that they should find each other that day when Lan-may caught the Dragon Fish. What more happy solution to their troubles could there be than to become "sisters" and run away together, with the magic Dragon Fish to bring them luck and fortune.

The story of the girls' adventure is exciting reading and will be sought by many American girls interested in their "sisters" in China. For children from seven to eleven.

FIX THE TOYS. By Dorothy N. King. Illustrated by the author. New York: William Morrow, 1944. Unpaged. \$1.50.

This book about toys, which is itself a toy, will appeal especially at Christmas time. The toyman's dolls come unassembled and the child helps to fix the toys by inserting their heads. For three- to six-year-olds.

Bulletins AND PAMPHLETS...

EDUCATION IN THE ARMED SERVICES.

Washington, D. C.: Department of Supervision and Curriculum Development, National Education Association. Fifty cents.

Through a series of representative statements of members of training staffs of the army and navy, school people are given in this publication a picture of the training program of the armed services. It has been suggested by some people that the training program of the armed services offers much to school people in the matter of techniques and materials. School workers will welcome this publication which shows major policies at work and practices which have been widely followed.

THE DOCTOR IS COMING. By Eva Knox Evans. Illustrated by Mary A. Giles. Carrollton, Ga.: The Committee on Publications, West Georgia College. Fifteen cents.

One of a series of booklets written with the help of children and teachers of rural elementary schools in Carroll County, Georgia. This publication prepares for the visit of the doctor through questions asked by the children as they discuss what the doctor will do for them, their school and their community. By the time the doctor arrives they greet him as a friend and a helper rather than as someone who may do things that will "hurt" them.

LET'S COOK LUNCH. By Eva Knox Evans. Illustrated by Mary A. Giles. Carrollton, Ga.: The Committee on Publications, West Georgia College. Twenty-five cents.

The latest booklet in the series, "Let's do It Now," written with the help of children and teachers in rural elementary schools of Carroll County, Georgia. In an interesting, informal way the children discuss the preparation of a hot dish, prepared on the schoolroom stove, to supplement the lunch brought from home, the equipment needed, and the cost. How to build shelves on which to keep equipment and food supplies; how to plan in terms of the elements

that build bones, muscles and healthy bodies; menus for each day of the week; hints to the cooks, the buyers, the planners, and a food dictionary complete the attractive booklet which will interest children in urban as well as in rural schools.

GETTING ACQUAINTED WITH THE PHILIPPINES. By Paz P. Salgado, Ann Arbor, Mich.: The author, 1538 Church St. No price given.

A story of the exhibit at the Children's Museum, Detroit, Michigan, presenting facts about the Filipinos which should result in building a sympathetic understanding and goodwill toward the Philippines by those boys and girls who may have the privilege of studying the exhibit arranged by Mrs. Paz Salgado. The project is suggestive of one means that might be employed by the school to help children develop those appreciations and attitudes essential to a better understanding of other peoples, their customs, their habits and their way of life. This catalogue may serve as a guide to teachers who might like to arrange a similar exhibit on the Philippines.

IN GUERRILLA CHINA. Report of China Defense League of which Mme. Sun Yat-Sen is chairman. New York: China Aid Council, 1790 Broadway. No price given.

This publication tells the story of the relief and rehabilitation in the Border Regions of Northwest China by the China Defense League. It offers a stirring account of how a brave people, deprived of almost everything which we in the United States consider necessary, have cared for their sick and wounded; taught modern health habits to those encumbered with superstition; trained medical workers, doctors and nurses, and learned to prepare their own drugs from simple materials at hand. The most appealing part of the booklet tells in pictures and words the story of the children of the Border Regions. These children seem to be given care that might rival that of our best day nurseries.

Editor's Note: These reviews were prepared by Mildred English, superintendent, Georgia State College for Women, Milledgeville.

LITERATURE IN AMERICAN EDUCATION. *Prepared for the Modern Language Association of America by a Special Committee on Trends in Education.* Baltimore, Md.: The Enoch Pratt Free Library. No price given.

This reprint discusses a major issue in post-war education. The viewpoint expressed emphasizes reading, the first of the three R's, as a broadening study, and suggests that the sympathetic understanding of human nature and character upon which the happiness of the individual so greatly depends is developed partly by the use of good books. The essay will be of interest to teachers, who will find in it a challenge to wider reading.

ARE TEACHING TECHNIQUES MEANT FOR CHILDREN? *By Dorothy W. Baruch. Offprinted from the "Journal of Consulting Psychology," March-April 1944, 8:107-117. Los Angeles: The Author, 3250 Country Club Drive. No price given.*

Teachers and workers with young children will find this account of procedures observed in work with child care centers offers a helpful discussion of techniques which take the child fully and vitally into consideration, as he is, as contrasted with techniques which somehow are not meant for children. Mrs. Baruch has given concrete examples of the "good" and "bad" specifics in the hope that supervisors and teachers will be helped in the use of procedures which are sound from a mental hygiene point of view. In the words of the author, "The evident crux of the whole matter lies in the teacher's gaining teaching techniques which are honestly meant for children." Some "Do's for Teachers" place emphasis on essential emotions and inner needs rather than external evidence.

CONNECTICUT'S PROGRAM OF GROUP CARE FOR CHILDREN. *With Particular Reference to Children of Working Mothers.* Hartford: State Department of Education, Division of Instruction. No price given.

A worthwhile presentation of some important problems encountered in the organization and operation of group programs, with particular reference to children of working mothers. This publication records successes and failures, suggests solutions to some of the problems, and points the way to many improvements in services to parents and children. Experiences in all phases of the operation of group programs are related and recommendations as to areas needing continuing study and experimental effort offer a challenge to parents, teachers and communities interested in the welfare of young children.

FOOD CONSERVATION EDUCATION IN THE ELEMENTARY SCHOOL PROGRAM. *Publication No. NFC-13, War Food Administration, U. S. Department of Agriculture, in cooperation with the U. S. Office of Education. Washington, D. C.: Superintendent of Documents, Government Printing Office. Ten cents.*

Much has been written about the importance of stressing food conservation with children of elementary school age. This publication offers some ways in which teachers may stimulate an interest in a food conservation program that will give boys and girls an active part in contributing to the war effort. The bulletin deals with the why and how of teaching food conservation, and discusses important factors in carrying out the program. A bibliography of publications on food conservation is offered for the use of those interested in securing additional materials.

The Dream Boat

By LOUISE M. HOYBERGER

At evening time when the sun has set
And the flowers and grass with dew are wet,
I set to sail in my little bed boat;
Away on the ocean of dreams I float.
Castles and brownies and fairies I see,
While I'm adrift on this beautiful sea.
And sometimes when I go too far,
I am guided back by a beautiful star
To a little harbor that waits for me,
And who is the captain? Why, I am, I'm three.

By MARY E. LEEPER

News HERE AND THERE...

New A.C.E. Branches

Bloomington Association for Childhood Education, Illinois
Reinstated: Waycross Association for Childhood Education, Georgia
Bangor Association for Childhood Education, Maine

Changes

Agnes Burke, retired this year from Lincoln-Horace Mann School, Teachers College, Columbia University, is now special teacher and adviser in the teaching of reading at Riverdale Country Day School, Riverdale, New York.
Merle S. Brown from Indiana University, Bloomington, to assistant professor of elementary education, Indiana State Teachers College, Terre Haute.
Margaret Nesbitt, from University of Maine, Orono, to Purdue University, Lafayette, Indiana.

Roll of Honor

Newly inscribed on the International Kindergarten Union Roll of Honor are the names of Fanniebelle Curtis, Jane H. Nicholson, Netta Faris, Margaret A. Trace and Ruth Tappan, all leaders in the field of early childhood education.

Chairman of the Committee on Roll of Honor is Catharine R. Watkins, 3060 Sixteenth Street, N. W., Washington, D. C. To her are sent by groups or individuals the names of persons it is desired to honor, together with a brief account of their professional achievements and the sum of one hundred dollars or more. Upon approval of this application by the Committee, the name is lettered on the scroll which hangs in A.C.E. Headquarters office and the money is placed in a special fund, the income from which is used to further the kindergarten cause in various ways.

Kindergarten Exhibit

From the Alumnae Association of Cleveland Kindergarten Training School, an A.C.E. branch, comes this account of a historical exhibit of kindergarten materials:

The museum is setting up our kindergarten display so that it will be ready for the Northeastern Ohio Teachers' Association meeting on October 27. The exhibit will continue through the month of November.

We have collected an interesting assortment of old and modern materials. The whole is a colorful presentation

of kindergarten work through the years and a fitting commemoration of the 50th anniversary of the founding of the Cleveland Kindergarten Training School.

New Publication

Films and Film Strips That Interpret Children and Youth is the title of a mimeographed bulletin prepared by a joint committee of the Department of Supervision and Curriculum Development of the National Education Association, the Association of Supervisors of Student Teaching, and the Association for Childhood Education. Margaret Hampel, a member of the Board of Editors of CHILDHOOD EDUCATION, is chairman of the committee.

This list should be especially helpful for pre-service and in-service education of teachers, for parent-teacher associations, clubs and other groups interested in understanding children. Although it is not indicated in the title, the bulletin also includes phonograph records. The cost of the publication is fifteen cents. Order from the Association for Childhood Education, 1201 Sixteenth Street, N. W., Washington 6, D. C.

Junior Red Cross

The American Junior Red Cross, through its National Children's Fund, is purchasing for immediate shipment medical kits valued at \$87,500 for use in schools of Yugoslavia, Greece, Belgium and other countries. Through channels of the Joint Commission of the International Red Cross it is possible to send these kits both to liberated and enemy-occupied countries.

This latest project of the National Children's Fund is another way in which pupils in the schools will participate in rehabilitation work through the American Junior Red Cross. Plans already have been completed for classroom groups to pack and send overseas this school year special educational gift boxes containing some ten million needed educational supplies for children in liberated Europe.

These projects carry forward a program which is in accordance with the plan evolved by the American Junior Red Cross and the

U. S. Office of Education to encourage school participation in international rehabilitation. In view of the channels which the American Junior Red Cross extends to the schools, the U. S. Office of Education has recommended to state superintendents of public instruction that the American Junior Red Cross serve as the agency through which pupils participate in rehabilitation projects.

Kindergartens in Hawaii

The Hawaii Association for Childhood Education reports on the status of kindergartens in the Territory:

Schools have started again and our public kindergartens are now in their second year. We are busy making plans and budgets for the coming legislative session. We hope to be able to continue the twelve established kindergartens and to provide for at least twelve new ones for the next biennium. Although faced with the difficulty of finding adequately trained teachers, we have been able to start this year with a full staff as planned. With the new University of Hawaii preschool training center now in operation the chances are a little better for finding teachers in the future.

The summer workshop for kindergarten and preschool teachers proved most successful and will be continued in summers to come.

Libraries Cooperate

In an article in a recent issue of *Education for Victory*, Mildred Batchelder says:

In many communities children's departments of public libraries supply collections of picture books and story books for nursery schools and for child care centers. These are changed as frequently as needed. Children's librarians go regularly to the centers from nearby branch libraries and tell stories. The older children in the centers are often taken to the library for weekly reading visits or for story hours. Professional material for both staff and volunteer workers in the centers frequently is made available by libraries. Here are examples of services in this field:

Englewood, New Jersey, Free Public Library. The Englewood Child Care Committee was organized and meets in the library and a representative of the library staff always attends meetings.

Indianapolis, Indiana, Public Library. An annotated list, "Books for the Preschool Child," was prepared and published in the January-March issue of the *Library Occurrent*, reprinted in the *Illinois Library Bulletin*, and five thousand reprints were available to centers and to libraries throughout the state. One branch children's librarian was named library liaison person to work with child care centers to learn their needs and to tell them of the services the library has available.

Oakland, California, Public Library. Children from child care centers came to the library for story hours during the summer. Where children were too young to bring, the librarian went to the center. At the office of

the supervisor of child care centers a deposit of books on storytelling, child care and allied subjects is maintained.

Radio Child Study Club

In an effort to supply parents with up-to-date material on child development directly from the child development centers and to aid communities in organizing discussion groups, the Iowa Child Welfare Research Station, co-operating with the child development departments of Iowa State College at Ames and Iowa State Teachers College at Cedar Falls, announces the Radio Child Study Club courses for 1944-45.

Four courses are offered to assist parents in the guidance of children. War and post-war problems will be emphasized. Each course is built upon a two-year plan with eleven broadcasts in each annual series, the second half of the cycle being presented during 1944-45. Parents may register for one or more courses and complete the two-year cycle in any order.

If ten or more parents wish to organize a study group they may enroll in the Radio Child Study Club and choose a leader who will report the course or courses in which they are interested and the names and addresses of the leader and members to the Child Welfare Research Station or to radio station WOI, Ames, Iowa. There is no charge for group enrollment.

Each leader is supplied in advance with a copy of the presentation which opens the discussion and with a list of reading references. Libraries cooperate to make readings available. Problems which the group cannot solve may be sent to the Iowa Child Welfare Research Station on a report form provided for this purpose. Questions will be discussed over the radio at the next broadcast.

Transcription Series

"Books Bring Adventure," a series of transcriptions produced by the Association of the Junior Leagues of America to help fill the need for good children's radio programs, was released October first. The series of thirteen 15-minute dramatic adaptations of books representing world interest for children nine to twelve years old is available for sustaining programs at a nominal cost to Junior Leagues, libraries, schools, radio stations, parent-teacher groups and other organizations.

Gloria Chandler, staff consultant on radio for the Association of the Junior Leagues of

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America, has had charge of producing the transcriptions. From beginning to end, says Miss Chandler, from the selection of the books to the final auditions, the production has been a collaborative effort of experts in library and school work, children's book editors, script writers and the producer, with wholehearted interest and cooperation extended by the publishers. Miss Chandler is also consultant on radio for the Association for Childhood Education.

Although the transcription series was designed primarily for radio use, it is also suitable for use in schools and libraries equipped to present transcribed programs. The records are the 16" 33-1/3 RPM type used for broadcasting. Written information about the series may be obtained from Miss Chandler at the A.J.L.A. headquarters, Waldorf-Astoria Hotel, New York, N. Y.

Regional Conferences

Four regional conferences of the American Education Fellowship (formerly the Progressive Education Association) have been scheduled for 1945:

New York City, Hotel New Yorker, February 2-3

Chicago, Hotel Sherman, February 23-24

Cleveland, Hotel Statler, March 2-3

Denver, Headquarters to be announced, March 2-3

New British Film

British Information Services released in September a two-reel film, *A Start in Life*. The film broadly outlines what is being done in Britain to ensure that every child receives the proper care from birth, the benefit of a full education, and a healthy and happy preparation for life beyond the school gates. It shows the thorough examinations given to a mother expecting her first child, the precautions taken for her well-being before, during and after the birth, and, when the baby is born, the system of regularly checking the health and progress of the child until he is five years old and ready for school. The same close watch upon the child's health is maintained all through school life and emphasis is placed upon the physical and mental development of the child as an important contributing factor in his education.

For information on the use of *A Start in Life* write to British Information Services, 30 Rockefeller Plaza, New York, N. Y.

Conference on Rural Education

On October 3-5, approximately two hundred persons attended a conference on rural education called, planned and directed by the divisions of field service, rural service and legislation and federal relations, of the National Education Association with the cooperation and help of Eleanor Roosevelt. The meetings were held at the White House and were presided over by Charl Ormond Williams, N.E.A. director of field service.

Among the conclusions reached by the group were:

There should be a complete program of educational opportunities to supply the needs of every rural child beginning with kindergarten and extending through at least the twelfth school year.

Rural teachers should have the kind and quality of pre-service education that will qualify them to teach in rural schools.

For rural teachers everywhere there must be programs of in-service training.

The salaries of rural teachers must be made commensurate with income requirements of persons of the cultural and social status that teachers ought to be expected to maintain.

Teachers should be active and welcomed participants in the affairs of the communities in which they teach. An extensive program of rehousing rural schools is needed.

A report of the three-day conference will be published and made available soon by the National Education Association.

For All the Children

That all teachers are interested in the welfare of all children is strikingly brought out in a resolution adopted at the annual convention of the American Federation of Teachers, held in Chicago, August 14-18:

WHEREAS, The program for infant care and pre-school education is now inadequate to meet the needs of all children, being mostly emergency wartime measures; and lacking in adequate appropriations and administration; and

WHEREAS, The child welfare services, such as aid to dependent children, maternal and child health services, services for crippled children, nutrition and other child welfare services, now receive a low per cent of the grant of money allocated by the Social Security Act for such services, the per cent being only 13% for aid to dependent children, and only less than 5% for other child welfare services, according to figures distributed through the Social Security Board; and

WHEREAS, Preschool education, including nursery school and kindergarten, supplements the home and is not intended as a substitute for the mother; and

WHEREAS, the educability of the young child and its importance as a basis for future living is now recognized as more than an emergency measure, and indeed as a

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means by which America can safeguard its children and build the right basic foundation for future citizenship in a democracy; therefore be it

RESOLVED, that the American Federation of Teachers recommend in the post-war plan expansion of all child welfare services and for these services to be administered through the proper agents in the states; and, also recommend that kindergarten education be expanded and that nursery school education be extended to include all children of nursery school age level, and further recommend that adequate appropriations be allocated for nursery schools by the federal government, to be administered through the public education authority in the states . . .

New Source of News

Announcement has been made of a projected service devoted to legislative and governmental developments affecting children and youth, to be sponsored by Mrs. Eugene Myer of the *Washington Post* and George Hecht, publisher of *Parents' Magazine*. This service, it was indicated by the sponsors, will be "purely informational, not a pressure group."

Among topics to be covered by a newsletter are: federal aid to education, the school lunch program under the War Food Administration, the nursery school program administered by the Federal Works Agency, juvenile delinquency, and the emergency maternity and infant care program directed by the Children's Bureau, U. S. Department of Labor.

The Association for Childhood Education is represented on the board of directors which will formulate the policies of the service, to be known as the Child Welfare Information Service, Incorporated. Organizations cooperating with the service will preserve their own "priorities" and their own contacts in Washington with other organizations in the national, state and local field. The service itself will not take any position on any legislation.

Sharing

(Continued from page 174)

Caddie Woodlawn. By Carol Ryrie Brink. New York: The Macmillan Company. Pp. 233-242. Many stories for older boys and girls tell of the sharing of family life but none do it more adequately than this one. The chapters selected describe the way in which the whole family shared in making an important decision.

The Open Gate. By Kate Seredy. New York: Viking Press. Another story centering around the need for democratic sharing in modern family life.

Mother Makes Christmas. By Cornelia Meigs. New York: Grosset and Dunlap. Twenty-two guests coming for Christmas and Father had not sold the colts—this was the problem of the Vermont family. But Mother "made Christmas" anyway, with the help of all the family, and it turned out to be a wonderful Christmas after all.

Dobry. By Monica Shannon. New York: The Viking Press. Pp. 139-148. When Dobry carved wooden figures for an outdoor creche he gave his family and friends a gift such as they had never seen before. All of his village and many people from other villages came to marvel at the beauty he had given them.

By the Shores of Silver Lake. By Laura Ingalls Wilder. New York: Harper and Brothers. Pp. 165-183. How the girls together made gifts for the entire family: bed shoes, aprons, handkerchiefs, mittens, a coat for the baby, necktie, socks, thus making Christmas more their very own in their lonely prairie home. When unexpected visitors came on Christmas night they had enough to share with them.

A Tree for Peter. By Kate Seredy. New York: The Viking Press. Pp. 69-83. The last chapter has a Christmas story about a treasure small Peter "shared with all the people who lived in Shantytown. They were the same people he used to fear; they were just as poor, just as careworn, but no longer were they like silent shadows. They were friends who had learned to share the little they had and who were beginning to hope for better days to come."

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